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T H E

# Illinois Teacher:

DEVOTED TO

Education, Science, and Free Schools.

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E. W. COY, EDITOR.

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# ILLINOIS TEACHER.

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## CONDUCTING RECITATIONS.—I.

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PROF. W. F. PHELPS.

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IN no department of school work, perhaps, are the power and influence of the teacher more directly felt, either for good or evil, than in the recitation. It is here that he meets his pupils, eye to eye, face to face, heart to heart. It is here where the attraction or repulsion of his personal presence and character must make their most vivid and abiding impression upon those who are committed to his charge. At the recitation all the manifold influences of the school may be said to commingle. The impulses and passions which arise out of keen competition and rivalry, whether generous or ungenerous, are here brought into active play. The reciprocal good or ill will between the teacher and pupils or among the pupils themselves is likely to be intensified by the earnest encounter of the recitation-room. Is the teacher 'apt to teach'? Is he an accurate, ready and thorough scholar? Has he a large heart, broad sympathies, noble impulses, and a loving disposition? Or, is he ignorant of his duties, ill informed in his studies, cold-hearted and unfeeling, or passionate and severe? Behold, here, if any where, will his true character be revealed to observing eyes and be carried home to susceptible hearts. A full and ready mind will always challenge the respect and a generous and kindly heart will inspire the love of pupils for their teacher. On the other hand, ignorance, incapacity, an unfeeling disposition and a bad temper can never fail to dishearten and disgust the child and produce a most unfavorable impression upon his character, which the flight of years will scarcely be able to obliterate. The spirit of the school itself will ever be largely determined by the spirit which is infused into its pupils at the class encounter. The ability of the teacher to do and to bear, as well as to forbear, is here

brought to the decisive test, and his power to shape the character of his charge will be made so manifest that each shall see and feel it, either to his lasting benefit or irreparable injury.

That the recitation has its moral as well as intellectual uses is a truth which every teacher should lay well to heart. That it is not a mere mechanical routine, a repetition of words without import, and memorized from a text-book, but that it has definite and rational aims to be carefully sought and earnestly pursued, is a proposition too evident to require demonstration.

In discussing the subject, therefore, I shall assume that the highest success of the recitation must *presuppose on the part of the teacher a knowledge of its true theory, and the industry, tact and skill to realize it in practice*. Hence it will be considered under the four following general heads:

I. THE OBJECTS OF THE RECITATION.

II. THE PREPARATIONS FOR THE RECITATION—(a) *by the teacher*;  
(b) *by the pupil*.

III. THE MANAGEMENT OF THE RECITATION.

IV. THE RESULTS OF THE RECITATION.

In order clearly to elucidate these principal points, it will be advisable to examine each of them in the light of several other subordinate ones.

The objects of education being two-fold—the evolution of the faculties, and the acquisition of knowledge,—it is manifest that the recitation must embrace those objects and seek earnestly to realize them; for it is one of the most efficient means whereby the education of our children and youth is promoted. These objects, then, may be more specifically stated to be:

1. To develop the power of close observation, quick and accurate perception, and, generally, of clear and accurate thought.

In early childhood the mind is in a formative state. It is largely occupied in observing the phenomena of the material world. Its perceptions are crude and indefinite. While ever active, it yet needs the guiding and forming hand of the skillful teacher. It must be *taught how to use its faculties*. It is to be led into the right habits of activity. It is to be taught how to think, how to study, how to communicate, and how to apply that which it acquires. As the pupil advances in years, he still demands the aid of skill and experience in shaping his modes of thought and study. At first, his training, if conducted on right principles, will be almost exclusively oral and objective. As the



transition is made from this stage to that in which text-books are to play an important part, he still needs the watchful care and ingenuity of his tutor, to the end that he may not fall into superficial and mechanical habits and accustom himself to use words without associating with them their appropriate meaning.

Now in all this work of developing and guiding, extending through all the years of pupilage, the recitation offers to the teacher his only golden opportunity to exercise his high functions as a *fashioner of mental habits*. It is true, his pupils are expected to study and work by themselves, and that the efforts thus put forth are to exert an influence in shaping the ultimate result. But by whom and when shall it be determined whether the labors of the child are right or wrong, well or ill directed, if not by the teacher at the recitation-hour? Let him ever bear in mind, therefore, that it is one of the leading objects of this exercise to aid in the development of the minds of his pupils, and that his efforts should always be so directed as to secure this supreme purpose.

2. It is also a leading object of the Recitation to cultivate the power of *clear and concise expression*.

The only decisive test that an idea or a subject has been fully mastered is its clear and accurate expression. That which is known so vaguely that it can not be expressed in good language is not sufficiently known for any good purpose. "I know this thing, but can not tell it" is a common saying, but it ought to be accepted and treated as a confession of ignorance. Indeed, I think it may be fearlessly asserted as a general proposition that no subject has been truly mastered until it has been brought to the test of actual communication. This, to say the least, is a safe and satisfactory rule for the teacher to follow in his recitations and all other school exercises. The accurate expression of ideas should go hand in hand with their acquisition, from the beginning to the end of school life. Even in the primary school the most careful attention should be given to the *cultivation of language on the basis of acquired ideas*. This is nature's own method, and all attempts to impress language upon the child by memorizing appliances or other outward processes must result only in partial success, if they do not end in absolute failure. Let it be remembered, then, that the cultivation of language, the expression of ideas, is one of the highest aims of the recitation, and one which every teacher, whether of children or adults, should zealously pursue. It gives to every pupil, so to speak, an accurate standard of mental admeasurement. It enables him to *know*

*that he knows.* It also teaches him to know that he does not know. In the first case it generates a rational self-reliance, and in the other a becoming modesty in the assertion of his pretensions. It confers the power of definiteness and precision in thinking, and distinguishes the man of ideas from the man of words without ideas.

In the next paper of the series I shall endeavor to consider each of the remaining objects at which a recitation should aim.

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## M E M O R I Z I N G .

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J. B. ROBERTS.

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It is the fate of every abuse to perpetuate itself by begetting another. Every social custom is a sort of pendulum swinging between two extremes. Progress and reform are often, or rather always, characterized by eccentricities of movement which are not unfrequently the despair of their best friends.

There can be no doubt that there is much more true philosophy in the educational methods of the present day than there was in those of a generation ago. The work of education has, in a great measure, ceased to be mechanical, and has become rational. And yet, the radical spirit of reform which has brought about these changes is in danger of uprooting much that is good and true along with the false. An erroneous or incomplete mental philosophy may leave uncultivated some of the most useful of the faculties.

Not long ago I happened to hear a lady who had acquired some reputation as a teacher denouncing the practice of encouraging children to memorize, as irrational and stultifying to the intellect. It was before a convention of Sunday-school workers. Her pupils never committed Scripture lessons to memory. They could not even recite the Lord's Prayer, nor did she think it right to teach it to them. She would not have children learn a 'mere form of words' until their intellects were sufficiently expanded to comprehend all its sublime import.

This lady, who is really a woman of superior mind, had adopted an educational theory which led her by a consistent course of reasoning to this conclusion. There is a strong tendency in a certain school of educators to treat the human mind as something which must be built up by the teacher as a mechanic builds up a house of brick or stone—

first the basement, second the walls, and so on; that is to say, we must first develop the perceptive faculties, and when these are sufficiently developed we may commence work on the memory, and then upon the judgment.

While it is true that the relative activity of the mind's faculties changes somewhat with advancing years, it is also true that every child who is old enough and has wit enough to be taught possesses all the faculties that he ever will possess; and all should have an opportunity for development.

We are too apt to underrate a child's understanding. I will venture to illustrate out of my own experience. Our baby was learning to repeat "The north wind doth blow, and we shall have snow," etc., by listening to a frequent repetition of it. Nothing had been explained to him; but on one occasion, on coming to the last line, "And hide his head under his wing, poor thing", he rendered it in his own fashion, "And put his wing over him, poor thing." At another time he very soberly asked his mother whether people in Heaven ever sat down. "I suppose so", was the reply; "Why do you ask?" "Why, I should think", said he, "the chairs would *bust* the sky." I have known doctors of divinity who scarcely displayed greater powers of exegesis and of pure reasoning.

I believe that the greater part, and perhaps the best part, of every person's education must be spontaneous. The best thing that any teacher can do is to create favorable conditions for the mind's growth, and supply the proper nutriment. Food is some times spoiled by overcooking or overseasoning. That teacher misjudges his function who thinks that he must resolve every article of intellectual food into its constituent elements by an ultimate analysis before administering it.

"Hawthorne", says Mr. Fields, "used to read *Pilgrim's Progress* by the hour without ever speaking. No one ever thought of asking how much of it he understood. I think it one of the happiest circumstances of his training that nothing was ever explained to him, and that there was no professedly intellectual person in the family to usurp the place of Providence and supplement its shortcomings in order to make him what he was never designed to be. His mind developed itself; intentional cultivation might have spoiled it."

It is perhaps too much to expect that every boy who reads *Pilgrim's Progress* without having it explained to him will turn out to be a Hawthorne, and write *Scarlet Letters*, and about *Houses of Seven Gables*; but it must be admitted that a child has the true poetic instinct. He can invest *Jack-and-Gill* and *Mother Goose* with a vivid-

ness and reality which are quite incomprehensible to his wiser teachers. It is not the mere jingle which makes this nonsensical doggerel so fascinating to a child. It is the weird and grotesque images which it suggests to his imagination.

Our new school of primary teachers is to do away with all this. The boy of the period must be brought down to hard facts. An intense and unmitigated realism is to characterize the teachings of the nursery, the kindergarten, and the primary school. No statement is to be memorized unless it contains some such simple and childlike terms as *transparent*, *opaque*, *impervious*, or *inelastic*. Every thing is to be animal, vegetable, or mineral.

Even a child's concepts (as soon as he has been sufficiently developed to have any) must be hard or soft, square or round, translucent or opaque. Under this new intellectual régime all space will be divided up into triangles, rhombuses, parallelopipedons, or some other figure of definable shape. All colors are to assume distinct and namable hues. We shall have nothing irregular, no blending of tints; day will change to night in the twinkling of an eye; there will be no twilight—nothing incomprehensible, nothing inexpressible. In short, we shall all of us be able to tell in plain English, or plain Choctaw, as the case may be, all we know. There will then be no occasion in the village newspaper for a 'poet's corner', for there will be neither poets nor readers of poetry.

Such is the tendency of much of the modern teaching, especially in the hands of overconsistent theorists. Far be it from me to say that it is not very good so far as it goes; that is to say, so far as concerns those special faculties which are thus trained.

And yet, what intellectual gift is more practical and the source of greater satisfaction to its possessor than that of an exact memory? Let me call it the gift of quotation. How wonderfully dependent we are becoming upon our libraries. Few professional men can do any thing away from their works of reference. How many people does one meet in a day's journey who can repeat a story as it was told them? We have an instinctive and a very proper distrust of all second-hand statements.

The habit of close attention and careful memorizing is one which is easily acquired in youth by practice; and certainly no little attention should be given to it in primary schools.

Porter says "In the earlier periods of life the spontaneous memory should be stimulated and enriched by appropriate studies. The child

should learn stories, verses, poems, facts and dates as freely and accurately as it can be made to respond to such tasks."

A wonderful storehouse indeed the youthful memory may become. The teacher of cultivated taste and a love for choice literature has a golden opportunity to enrich the minds of her pupils with many classical gems and useful facts and formulæ, adapting them, at all times, of course, to the age and mental capacity of the children. Nor need she fear that she has committed an unpardonable crime should there occasionally be dropped in the cells of memory the expression of some grand thought which may perchance sleep until mature experience wakes it to life and meaning. It is better in all our teaching to rise a little above than to fall much below the minds with which we are dealing.

The custom of mechanical memorizing which was so characteristic of the old style of teaching can not be too severely condemned. But still, the memory is one of God's choicest gifts to man. It can not be too highly cultivated nor too greatly enriched, if only the work be done upon some rational principle, and the understanding be made to keep pace with its growth.

*Galesburg, Nov. 9th.*

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## TRUE EDUCATION IS SLOW.

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RICHARD EDWARDS.

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PERHAPS no general maxim more needs to be enforced among us Americans than this. We are a rapid, impatient generation. We expect results at once. We learn our trades in a month; are admitted to the bar after less than a half-year's study; blossom suddenly into mighty statesmen, without experience or culture. Of course, the same haste marks our work in education. We can not wait for the processes to be naturally accomplished, but hurry on with no thought except to finish. There can be no doubt that more moderation, less haste, more patient study longer continued, would be good for us. And with a purpose of urging these views somewhat upon the educational public, the following suggestions are offered.

Education is of the nature of habit-forming. We educate by accustoming the mind to certain frames and certain activities. In a sense, the spiritual being is little by little *made over*. After the process of

education it is different from what it was before,—not in its essence, but in its ability to do. What is the fact in respect to the forming of habits? The process is very slow. It will take the thorough liar, whose very bones have become saturated with falsehood, a long time to become habitually truthful. It takes a long time for the inebriate, who has become thoroughly besotted, the tissues of whose body, the cells of whose brain and the fibres of whose muscles are modified by liquor, to become thoroughly sober; and a drunkard is such in soul as well as in body, so that for him to reform is almost to change his nature. Habits, then, are slowly formed, especially good ones; and education, being of the nature of habit-forming, is necessarily slow.

Let us apply this principle to the development of the body. By what processes can the perfecting of the physical frame of the infant be accomplished? Is there any way of making the puny, unskilled hand of the child *at once* steady, strong, skillful? Is there any way by which the diminutive frame, with its soft bones and tender tissues, can be instantaneously converted into the stalwart form with solid framework and iron muscles? We see that these results can only be achieved in long periods of time.

Let us apply the same principle to mental culture. To secure this, is it only necessary that knowledge should be displayed before the mental eye of the child? Will it suffice even to enable him to learn the facts of this knowledge? It is some times said that a school-boy in our day may know more of the facts of astronomy than Sir Isaac Newton did. But does it follow that the school-boy is better educated than the philosopher was? The end of intellectual culture is the enlarging, developing, strengthening of the mind's faculties. The little child will never master the great generalizations of science or of metaphysics until his mind has grown to the requisite capacity. All possible teachings and explanations will be utterly ineffectual in changing this law.

And how is it in the department of character?—for this, after all, is the great field of education. Its grandest business is to repress the bad and to promote the good in the tendencies, the desires, the convictions, the aspirations and the tastes of children; and these are elements of character. Now, among these, the first may perhaps be taken as its chief indication. The great question about one's moral condition is not so much where he is as whither he is going. The greatest moral distance that we ever observe, that between the most humble, devoted Christian and the most hardened of criminals, is insignificant as compared with the relative tendencies of the two. Indeed, this distance

may in some cases lead to false estimates as to finalities; for the criminal may repent, and the apparent devotee may lapse into evil. In what direction is each tending?—this is the vital question. And is it a little or a great thing essentially and permanently to change the tendencies of a mind? Is it a thing to be achieved speedily, or only after long and perhaps painful experience? But this, where it is needed, is emphatically a part of the business of education.

Again, the desires are an important element of character. They may even be said to govern our tendencies; and it is a slow and serious task essentially to change them. Such a change can come effectually only through a radical change of habits; and habits, as we have seen, are slowly modified.

Again, the convictions and beliefs of men and of children are important elements in character; and these must be modified by education. Charles II of England believed, it is said, that there was no such thing as incorruptible virtue among either men or women. There was something, he confessed, which went by that name, and there was no small amount of skill exhibited by different individuals in keeping up the delusion. But at last, every one was for sale. Some were more particular than others about the price, but in the end a purchase could always be effected. Who doubts that such opinions as these must have the effect of thoroughly corrupting the character of the man who holds them? When we consider cases of this sort, the conviction that our beliefs are part of our character becomes irresistible. And are these convictions easily and quickly changed? How long would it have taken Charles II to gain a full and generous faith in human nature? Such a faith must have come to him little by little, very slowly, if it came at all; and we are led to believe that he never acquired it, that he died in the appalling scepticism in which he had lived.

But suppose we are to convert a man from that low state of cold unbelief—how would the change be accomplished? It would be, perhaps, by observing some man of unselfish purpose and benevolent life, whose purity and self-denial have been proved by years of trial. But such observation would require time. And, after all, a single case would not work a thorough conversion of the sceptic. Many similar examples would be needed; so that many years would be consumed in achieving the result. It would take one a whole lifetime, even if he were thoroughly truth-seeking, to become thoroughly changed in this respect. And the modifying and changing of the convictions, the substituting of a generous faith and largeness of heart for cramped views and uncharitable judgments, is emphatically one of the ends to

be secured by education. And surely the culture that accomplishes this is slow.

Our aspirations, too, form an important part of our character, and the same question may be asked concerning them:—can they be suddenly changed? Can a man who aspires only to wealth, or position, or fame, be at once brought to yearn for purity and the spiritual graces? The educating of the aspirations requires time.

The tastes of men, too, are a part of their character; and it belongs to education to improve and refine them. And how gradual is the process of purifying and developing the tastes. It takes many years for a man who has little or no appreciation of the beautiful and true to become keenly susceptible to the influence of beauty and truth. Imagine a child of twelve years or more whose experiences have all been with dirt and deformity, unlovely shapes and unsymmetrical combinations. Let the problem be given to accustom his mind to cleanliness and symmetry; to beauty in form and color. Let it be required to make him delicately sensitive to the mild and gentle, to the lovely and the refined, in human character and human surroundings. Who is willing to undertake the achievement of the task in any short period of time?

Again, thought is a part of character, and its movements must be trained and improved by education. Thought takes its highest exercise in science. But science takes cognizance of the divine thought in nature and in man. To master it is simply to trace out the plan of the Creator. It is to unravel the mysteries of the material and mental worlds. Such mastery is the reading by finite man of that which has been written by the Infinite. How slow are the steps by which a child comes to the achievement! How gradually do its feeble powers expand to the contemplation of the mighty theme!

It is said that truth some times flashes upon the mind of the inquirer. For example, a man has long been investigating a subject, and has made no appreciable approach to the knowledge he desires; he does not see his way any more clearly than at the beginning. Thus he goes on until, all at once, and as it were by accident, the principle flashes upon him. That which he has been unsuccessfully seeking during many years of effort he at last acquires instantaneously and without effort. What is the philosophy of such a result? Has the truth come to this mind by mere accident? It would some times seem so; but the truth is that the result is really due to all the previous labor, apparently so unsuccessful. Truth flashes upon the mind at times, to be sure, but it is only upon minds that have been trained to catch the gleam. The well-defined lineaments and vivid expression of the face



are almost instantly impressed by the sunlight upon the photographic plate, but it is only after the plate has been laboriously and faithfully prepared by the use of the proper chemicals. The camera might be turned for a century upon a common mass of metal, and there would remain only the old unmeaning blank. Only trained minds have the gift of these grand and sudden visions of truth. It must be noticed, too, that the training must be in the direction of the truth that thus comes. If a man would have visions of moral grandeur, he must attain such a moral stature as will enable him to see them. If one would become accustomed to seize readily upon mathematical principles, he must take exercise in mathematical subtleties. On what kind of mind is it likely that the binomial theorem flashed? Who saw in the twinkling of an eye the law of the square on the hypotenuse of a right-angled triangle? What kind of a mind was it which, in a happy moment, stumbled upon the law of the correlation of forces? These were not more the geniuses than they were the patient workers among mankind.

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## ORGANIZATION OF COMMON SCHOOLS.

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PROF. E. W. GRAY.

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“It is an admitted axiom”, says Prof. Phelps—chairman of the committee appointed by the National Teachers’ Association to draft a course of study for normal schools,—“that the post of difficulty and responsibility is in the primary school, and in those grades most nearly allied to it. These schools present altogether the most difficult problems, in respect to methods of instruction and administration, with which educators are obliged to deal.” And further on he adds, “by far the greater number of the children of this country obtain their only educational advantages in the schools of the rural districts, and in the lower departments of the graded schools in the larger towns and villages. We speak entirely within bounds when we affirm that not less than nineteen twentieths of the children and youth of our country fail to reach the high schools and colleges during their brief educational career. For this reason, every effort in the power of the government and the people should be put forth to improve and perfect these agencies for elementary education.” We believe that thoughtful educators

generally not only accept this statement of the case, but are in full sympathy with the views expressed.

In the February number of the Teacher I proposed that a better organization of the common schools is possible, and suggested the grades that might be proper and practicable. In the present paper I propose to examine more closely into the practical application of the proposed grades. In the schedule referred to above, I proposed *six grades*. It will often happen that the first and sixth grades can be omitted, or merged with the other grades. Where there can be but one teacher, there should be no attempt to teach more than *four grades*. Let the different branches of study be distributed to the respective grades, whether there be four, five, or six, in such a way as to require of each grade about the same length of time to complete its work. If a tutor or a little assistance can be regularly employed, it will be better to organize six grades. The authorities of the district should not feel themselves compelled to organize or sustain a grade below a minimum, say, of five or six pupils. Better pay to have them taught in private schools than to undertake to teach them at such disadvantage. Let each pupil have his recorded standing in the grade to which he belongs, and from which he shall be allowed to pass only after he has completed the studies belonging to his grade.

Under this organization the following programme of daily exercises could be arranged:

9 to 9.10, Opening exercises, with singing.

9.10 to 9.30, Fourth Grade — Reading, with criticisms and drill in elocution, etc.

9.30 to 9.50, Third Grade — Reading, with criticisms and drill in spelling, giving attention to the structure of sentences, punctuation, use of capitals, etc.

9.50 to 10.10, Second Grade — Reading, spelling, talks on language, punctuation, use of capitals, etc.

10.10 to 10.30, First Grade — Blackboard exercises, pronouncing words at sight, reading, spelling, easy talks about familiar objects, with a view of extending the pupils' knowledge of terms.

10.30 to 10.45, Recess.

10.45 to 11.5, Fourth Grade — Arithmetic, with frequent examples from actual life.

11.5 to 11.25, Third Grade — Same as fourth grade above.

11.25 to 11.45, Second Grade — Exercise in numbers suited to age, mental and written.

11.45 to 12, First Grade — Same as before.

12 to 1, Noon recess.

1 to 1.30, Writing by all the school, with lessons suited to each grade.

1.30 to 1.45, Fourth Grade — Geography, with history of different races.

1.45 to 2, Third Grade — Geography, with attention to directions, distances, climate, etc.

2 to 2.15, Second Grade — Easy talks and object lessons relating to geography.

2.15 to 2.30, First Grade — Same as before.

2.30 to 2.45, Recess.

2.45 to 3.5, Fourth Grade — Grammar, with exercises in composition and false syntax.

3.5 to 3.25, Third Grade — Exercises in English, preparatory to the study of technical grammar.

3.25 to 3.40, Second Grade — Oral and blackboard exercises in English language (preparatory work).

3.40 to 3.55, First Grade — Same as second.

3.55 to 4, Close with singing.

This programme should be modified a little some times, to give longer time to large classes and shorter to small classes. This gives each pupil in school four lessons a day, of an average length of nearly twenty minutes each, besides an exercise in writing for half an hour. The classes requiring least time for recitation should go into the afternoon with the writing.

The members of the several grades should be numbered, thus: First Grade — 1, 2, 3, etc.; Second Grade — 1, 2, 3, etc. Then let the teacher call to recitation by numbers, thus: Fourth Grade — 1, 2, 3, etc., giving just time for the first called to start before the second is called. It would be well for the teacher to call each one to recite by his number, thus: 1, 6, or 10, as the case may be. Recitation over, let the class be dismissed by numbers promptly, and in quick succession.

When time for recess has arrived, let the teacher dismiss by grades, each grade rising and falling into line as its number is called, thus: First Grade, Second Grade, etc., giving each grade time to fall into line before the next is called. To facilitate all these movements, the grades should not be mixed in seating. Let every thing be done promptly, but quietly and in order.

The teacher will probably be surprised to learn how much some such regulations will lessen his labor, and promote good order and discipline in his school. With such an organization, and such a programme once authoritatively established, it is believed that the teacher will find it comparatively easy to give each grade an equal or just amount of time, always getting through with the appropriate labors of the day. As it is now, how often does the perplexed and hurried teacher find it necessary to slight some classes, and some times to omit hearing others entirely!

Mr. McKim recommends a system of *three grades* — A, B, and C,— and arranges a programme of sixteen exercises for each day, besides the recesses. His classification and programme are very suggestive, and may be thought more practical than the one I have given. I commend it to the careful consideration of teachers and school authorities. He says "I have been observing the composition of the schools, and have come to the conclusion that a universal programme is not only possible, but it is practicable and altogether desirable." He adds "Our country schools are woefully in need of some reconstruction in the matter of classification. There is no kind of sense in the very prevalent notion that, because the seven or eight children coming from one household are of different sizes and ages, they must necessarily read in a book of different grade, must spell in different classes, all their school work must be peculiarly adapted to their respective ages.

. . . Let them be grouped in about three grades or classes; let the studies and books of each class be the same throughout; let the stronger help the weaker ones, and thereby gain strength themselves. If some of them complete the work of the grade sooner than others, if they are able to stand the tests as applied by the school committee, by all means pass them up to the higher grade."

I have just received a copy of *Suggested Grades for District Schools*, prepared by a committee appointed by the Adams County Teachers' Institute, and published in a circular by the superintendent. In their schedule they give *seven grades*, which I think is too many, except it be for populous districts, where more than one teacher can be employed. The adoption of the measures proposed presupposes the more active coöperation of school directors. To increase their interest, and educate them up to a better notion of their duty and responsibility in the premises, the superintendent, Mr. Black, has adopted the policy of calling meetings of school officers and others interested, in different parts of the county, where the reasonableness and practicability of

the proposed measures of reform and progress may be discussed. I congratulate the energetic superintendent and teachers of Adams upon their advance movements, and hope they will prove a blessing not only to their own county, but to the whole country.

Since writing the above, I find the following in the Chicago School-master for December: "Mr. Ethridge, County Superintendent of Schools [in Bureau county], is working hard to introduce regular grades into the common schools, and has published a course of study for *six grades*, the probable maximum of any district school." *Opus fervet.*

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## S E X A N D P A Y .

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I AM a married woman, now, and am happy. I was a single woman and taught school for a living. When I married, I believed that I was doing the right thing, and John thought so, too. True, I am not free from care or toil; I find that matrimony does not bear one along on 'flowery beds of ease' through life, and I did not expect to be so carried. I work, and John works. I know that he helps and blesses me, and I have his testimony that I help and bless him; and I have come to the conclusion that the married state is the true, the normal one, and that 'single blessedness' is an exceptional blessedness.

And now I am minded to write on the subject of *Woman's Rights*.

I have some well-defined notions touching one of the phases of the subject, and about this let me speak. I propose to go down deep enough to get a good foundation, back far enough to get the benefit of the teachings of history, and then talk directly to the point, so that any body can understand.

In the beginning God created man and woman—"male and female created he them." There was a difference in the anatomy, a difference in the physiology of these two beings. They differed in *structure* and in function. I don't know that one was *better* than the other. If Eve was wickedly bold in plucking the apple, Adam was wickedly weak in biting it. I guess, so far as their moral natures were concerned, they were equal—or, perhaps, the woman better in some directions and the man in other directions.

God saw that it was not good for man to be alone, and he created woman. And I take it that what God saw regarding Adam and Eve he sees in every son and daughter of Adam and Eve. Revelation

teaches us that they were made for each other. Instinct tells the same thing. And history tells us that men and women have ever loved and married. I will state it clearly: I think it is the *law* that every man shall have a wife, and every woman shall have a husband. I suspect that the *law* is not so inflexible that if one does not marry he is necessarily damned, however.

In this world, the inhabitants work, and are paid more or less for their labor.

It costs something for a people to become civilized, and keep so—or, rather, to advance in civilization. There is a vast amount of labor to be performed, and all this labor is to be paid for. Who build the roads? The people. Who pay? The people. Who build the churches and sustain the preaching of the Gospel. The people, for the people. Society, which is the *acting government*, pays the bills that are incurred in maintaining and advancing civilization.

I believe that woman is as good a workman as there is in the field. She is indeed a great civilizer; and if I were a man, I would give her credit for being superior in many respects; and so I think she ought to have the same pay as the male civilizer receives.

It will cost much to bring the kingdoms of this world to a condition fit for the reception of the millenium; there must be a vast amount of school-teaching done, and much money must be paid for all this work, and woman ought to have her share. She does half, and she ought to have half the pay. Can any reasonable man object to this—even my much-esteemed friend that *stumped* (or *starred*) the state with Miss Susan B. Anthony—though, by the by, in that labor *she* got *four-fifths* of the pay.

Now, girls, don't get into a flutter and say "Good—that is the doctrine—equal pay for equal work—no more half-pay for girls"; for I have more well-defined notions on this subject. Who is to pay you when you are married, for all you do for society? Will the public pay you for bearing, rearing and then educating children till they are six years of age, at least? Think of all the household labors and cares; think of the responsibilities of a mother and a wife, and of the relations you sustain to society—that society through or by which the world is made to move; remember that the character of the *home* determines the character of society and the character of civilization, and that *you* are to a great extent that *home*.

Do you expect government to pay you for all this toil, this care, this responsibility? Not a bit of it. Yet, if you were single and performed the same amount of labor, you would expect *some body* to pay you.

Now, if, when a woman marries, she expects to labor for a lifetime without pay, she is a fool — isn't she? If she is to give a life of toil for nothing, then, indeed, is there a conflict of *law*; for to marry is to *keep a law*, but to work without pay is to *break* a law — I mean the higher and the better laws. We said that society paid a certain amount to maintain roads, schools, churches, etc.; and society says that it pays all it can afford to for this labor. Now let us consider a very simple case; let us understand what society *does* do now, and what it would do when the Women's Rights prevail, and 'cover the earth as the waters do the sea'.

In our school-district we appropriate two thousand dollars a year for school purposes; it is all we can afford; and John some times complains of high taxes. We employ two teachers—one man and one woman: we pay the man \$1400 and the woman \$600 a year. The woman does her work quite as well as the man does his; and now she complains, and declares that she ought to have equal pay with the man; and Mrs. Woodhull and Theodore Tilton say amen (if they ever use Bible words). Well, let us see how it would work if each received an equal amount. (You will please remember, gentle reader, that this *case* I present is a test *case*, or a type of all.) William receives \$1000 and Mary \$1000. But William loves Mary, and Mary loves William; and, having revelation, instinct, and the example of nine-tenths of all adults who have lived, as a reason and an excuse for it, they marry. And now, because she is *different* in her structure and functions, she leaves the school and assumes the duties of a wife and mother; and some other Mary takes her place in the school.

Years roll on, and Mary and William find that \$1000 is a small sum to pay all the bills that must be made to keep, feed and clothe themselves and their half-dozen little ones. And so Mary discovers that they are growing poor, and she says to William "I have not a decent dress or bonnet to wear, and yet I work as hard as when I was with you in the school; but then, William, you know I was *paid* for my work, as well as you: now, you are *paid the same as before* we were married, and I am *paid nothing*. William, don't you think we were foolish to *get married*?"

You see, being married, it is natural for me to be thinking about the *rights* of married women.

But the girls say "We don't want to get married; we desire to be independent; we demand equal rights — equal pay." Or, on the other hand, "We ca'n't get married: we have been waiting and waiting for the 'coming man', and he has not put in an appearance."

Well I ca'n't help that. I did n't say "It is not good for man to be alone." I had nothing to do with devising the structure and assigning functions to man and woman. I never made a single suggestion touching the nature of the instincts or the emotions or the reason of the human race. I had no part in advising the millions that have married. I did n't make the law that every man should have a wife and every woman should have a husband. That law, if there be such a one, was born with the race. I do n't know why the custom is that society pays John for what John and I do; but such is the fact, and I am content, so long as John is honest and pays over to me my share that he *receives* with his.

But you single folks may say "Your theory would drive us to work for half pay, or get married." Not exactly; for, so far as the *pay* is concerned, you work for half pay before you are married and receive it from the public, or you get married and receive half pay from your husband. And is n't he to be trusted as much as the public, or any body? Now, if you receive equal pay with man, don't you really receive *double* pay; and when you marry, don't you accept *half pay*? And if this is true, isn't there a conflict? Revelation, Instinct, Reason, Experience, say, get married; but *Pay* says don't do it, if you do I will only half bless you.

I confess, I am afraid of a theory that goes counter to revelation and instinct and reason and experience.

But you say there are many who do not marry, and are obliged to earn their own bread. I know it. There are many who suffer because their pay is so small. I know it. But which is the rule and which is the exception? Shall all the married women suffer because they *are* married, or shall all the single women suffer because they are not married. Who shall be most blessed: those who live in accordance with the law, or those who do not? Is there any general law that is so perfect that it touches every individual case?

Get all the *pay* you can, girls; but I must look after my own interests; and remember that revelation, instinct and experience are the foundation-stones on which I stand.

AN ADVOCATE OF (MARRIED) WOMAN'S RIGHTS.

*Normal Dec. 14th, 1871.*



## D E F I N I T E N E S S .

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ANNA C. BRACKETT.

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THERE is something very satisfactory in the certainty with which natural laws execute themselves, as opposed to the results of the caprice of free-will. We can calculate the strength of a girder and the weight of a floor, and we know to the fraction of a pound how much merchandise or how many people can safely be put into that room. Nature, it is true, forces us to work out her meanings and wrest from her her purposes; but when we have found them, we rely on them with absolute certainty. If an accident happens, we know immediately that we have made some miscalculation or have neglected to observe some condition, and that we have no right to complain. Inexorable, Nature pursues her way. We have our choice as to whether we will travel in the same direction with her or in another; she has none. We can not crush her. We can conquer her only by yielding to her. We always know what to expect from her. We know what she demands of us. This certainty, this definiteness of hers, is the only basis of science and of order. What is true to-day under one set of circumstances will be true to-morrow under the same.

The laws of the school-room have to deal with living minds, not with dead matter; but they must, in order to be of any avail, nevertheless, possess in large degree the certainty and definiteness of the laws of Nature. Nothing that is done there should be because of caprice, and every thing must be clearly defined. It is owing very much to the want of definiteness, and of that alone, that some school-rooms are the permanent abode of inaccuracy, inattention, disorder and discomfort. And often the teacher does not know where the source of the trouble lies. Answers are careless and ambiguous, lessons are not learned, the pupils seem continually to disobey and forget directions, the teacher works hard out of school to "reinforce the moments by the hours", but all seems to go wrong, and she comes to the close of the quarter tired and jaded, with a listless and weary school.

One can not say certainly what the cause is in any particular case; but some times it seems to me to be simply a want of definiteness. In demonstrating a proposition in geometry, first of all we must find out definitely just what we want to prove. We go "sounding on no dim or perilous way." So long as our aim is held clearly in sight, we can not be mistaken as to the path to be followed; but if we once lose sight of that definite aim, there are

"So many pathes, so many turnings seene,  
That which of them to take, in diverse doubt we been."

This is precisely the condition in which a class of children finds itself when the teacher, in calling out Class A to recite, says to Class B, "Study your arithmetic lessons"; or, worse still, simply, "Study your lessons"; or, worst of all, gives them no directions whatever. To be sure, the children of Class B know, even in the second case, it is to be presumed, that their recitation in arithmetic is coming in the future; but there is plenty of time to look at it, and the geography happens to be the first book at hand, and so they open that and proceed to 'study' — which, with such a teacher, generally means to a child 'Keep your eyes on your book and move your lips'. In the case of the first direction they do open their arithmetics, but they will be likely to study in the same way. But in the latter case "the world is all before them where to choose", and there are ten chances to one that the recitation of Class A will have to be stopped a dozen times to inquire as to the owner of the marble which drops from the desk to the floor, to reprimand John for turning round, Dick for eating an apple, or Mary for making a doll of her handkerchief to amuse Ellen. All this is annoying enough, but matters grow worse when the recitation of Class B in arithmetic comes on. The work is not done. Part of the class have their slates with them and part not; of those who have them, part understood that only the answers were to be brought, and part that the whole work was required. Half of them have performed the second, third and fourth examples, while half have the third, fourth and fifth, etc. But the pendulum of the clock is controlled by certain and definite laws. It swings on, and the hours of school-time are very definitely measured off into minutes and seconds. It is time for Class C to recite, and the teacher finds that Class B has not accomplished much in that recitation. She probably gives the direction "Take the same lesson again"; and Class B files back to its seat to await another summons.

This is no exaggerated picture. The trouble was, in the first place, that there was no definiteness in the direction. It should have been clear and precise: "Class B will have the second, third and fourth examples on p. 17 made ready when Class A has finished its recitation." There is something definite to do, and a definite time to do it in. The children go to work, and they know when they have finished their work. A teacher is of no use in school if she is not to direct the energies of her pupil. It is her business to lay out their work

definitely for them. She knows their capacity, the difficulty of the task, and the length of time. When she gives them a definite work to do in a definite time, she will not only save herself much trouble, but she will teach them to work vigorously, and not spoil them by forcing them into habits of listlessness and inattention.

The second trouble in the illustration above arose from the teacher's want of definiteness in assigning the *what* of the lesson to be recited, and not knowing what it was definitely herself. The amount of time and energy wasted from want of definiteness in this respect in a year, in all the schools in the country, is discouraging to contemplate. We may be well content to have Niagara plunge over the rocks and not mourn over the wasted grinding or planing power; but we can not afford to have the energy of our teachers wasted in this way, when it is needed so much for teaching-power.

Definiteness should be a quality of the questions asked in a recitation. They should not be ambiguous and susceptible of several answers. They should be direct and straight to the point. No one but an experienced teacher can realize the difficulty involved here. We often are obliged to take back a question with the apology "I did not mean that", when we receive an answer which was quite as good an answer to our question as the one which bears upon the point. We can not afford to waste time in this way.

Definiteness must appear, also, in the directions we give for the necessary movements of our classes in going to and from a recitation. Again, it must characterize the demand we make upon the pupils for order. When the child knows exactly what we mean by order, he will be far less likely to break over its laws.

No teacher can endure to associate continually with childish and hence immature minds, to be continually giving, if she is never receiving. She must keep her own thought active by some study and mental growth; and here, too, she must have, clearly defined before her, her aim. Desultory reading is not what she needs. She needs work with a definite end, if it is only a little a day. As the idea of a clearly-defined limit is necessary in space before we can conceive of any form or figure, so the teacher who would have his work, whether for the school or for himself, take to itself any form whatever, and would not have as its result a weary chaos, must, first of all, give to it in all its smallest details, both of preparation and execution, its essential quality of Definiteness.

## OFFICIAL DEPARTMENT.

[We give below the first section of Mr. Bateman's proposed bill, which section was not given with the rest of the bill in our last month's issue.—ED.]

Incorporated cities shall be and remain part of the townships in which they are situated, unless otherwise provided by law. It shall be the duty of the city council, in every city having charge and control of free schools, to establish a board of education, to consist of not less than three persons, to be residents of the city, and not more than one member from each ward of the city, to be elected by the people of said wards respectively, where the city is divided into three or more wards; otherwise to be elected on a general ticket; except in cities containing more than one hundred thousand inhabitants, where the common council shall have power to appoint the members of the board of education. The board of education thus established shall be a body politic and corporate, under the name and style of the 'Board of Education of the City of ——', which shall have perpetual existence, and by said name shall sue and be sued, plead and be impleaded, in all courts and places where judicial proceedings are had, and may purchase, receive and hold real, personal and mixed estate, and may sell, lease and dispose of the same.

The board of education shall have power,—

*First*—To erect, hire or purchase buildings suitable for school-houses, and keep the same in repair.

*Second*—To buy or lease sites for school-houses, with the necessary grounds.

*Third*—To furnish schools with the necessary fixtures, furniture and apparatus.

*Fourth*—To maintain, support and establish schools, and supply the inadequacy of the school-funds for the salaries of school-teachers from school taxes.

*Fifth*—To determine the rate of taxation for school purposes, in the manner hereinafter provided.

*Sixth*—To employ teachers, fix their compensation, and establish rules respecting their qualifications, and how the same shall be determined.

*Seventh*—To prescribe the method and course of discipline and instruction in the respective schools, what studies shall be taught and what books and apparatus shall be used.

*Eighth*—To suspend or expel any pupil and to dismiss or remove any teacher for sufficient cause.

*Ninth*—To lay off and divide the city into school-districts, and from time to time alter the same, or create new ones, as circumstances may require, and to apportion scholars to the several schools.

*Tenth*—To take charge of the school-houses, furniture, grounds, and other property belonging to the school-districts, and see that the same are kept in good condition, and not suffered to be unnecessarily injured or deteriorated, and also to provide fuel, and such other necessities for the schools as, in their opinion, may be required in the school-houses or other property belonging to said districts.

*Eleventh*—To appoint from their own number a president, who, together with the other members of the board, shall receive no compensation for ordinary servi-

ees, but for extraordinary services reasonable compensation may be allowed; to elect a treasurer, who shall not be a member of the board, a secretary, a superintendent, and an assistant superintendent, when deemed necessary, and fix the compensation of these officers, and provide themselves with a well-bound book, at the expense of the school-tax fund, in which shall be kept a faithful record of all their proceedings.

*Twelfth*—To appoint such other officers, committees, or agents, as they shall deem best and most conducive to the well-being of the schools and of education.

*Thirteenth*—To exercise all the rights, powers and authority required for the proper management of the schools, and of the fund belonging to the city for school purposes, and to enact such rules and ordinances as may be necessary or deemed expedient for such purpose.

The yeas and nays shall be taken, and entered on the records of the proceedings of the board, upon all questions involving the expenditure of money.

None of the powers herein conferred upon the board of education shall be exercised by them except at a regular or special meeting of the board.

The board of education shall annually prepare and publish a report of the number of pupils instructed in the year preceding and the several branches of education pursued by them, of the number of persons between the ages of eight and twenty-one unable to read and write, and the receipts and expenditures of each school, specifying the sources of such receipts and the objects of such expenditures, and making any other statements and suggestions that they may deem proper to aid the cause of education in the city. Said annual report shall be made to the city council. They shall also communicate to the city council, from time to time, all such information within their possession as may be required.

All conveyances of real estate made by the board, and all other conveyances, contracts and assignments of the board, shall be executed and acknowledged by the president of the board.

In every city having charge and control of free schools the city council shall, when requested by the board of education, issue bonds for the purpose of building, furnishing and repairing school-houses, for purchasing sites for the same, and provide for the payment of said bonds, subject to the provisions and limitations of the twelfth (12) section of the ninth (9) article of the constitution of the state.

On or before the — day of — in each year, the board of education shall determine the amount of money which, in their opinion, will be required to be raised by taxation for the support of schools for the ensuing year, and shall notify the city council of the rate of tax to be levied and collected for that purpose, not exceeding — per cent. of the assessed value of all taxable real and personal property in the city, as determined by the last preceding assessment for municipal purposes; and the amount so reported to the city council shall be levied and collected in the same manner and at the same time as other city taxes, and when collected shall be paid over to the treasurer of the board of education.

The treasurer of the board of education, under the direction of said board, shall be empowered to demand and receive from the officer or officers having custody thereof all moneys raised by taxation for school purposes, or received from the state common-school fund, or from any other source, for school purposes; and the money so received shall be placed in the treasury subject to the action of said board. The treasurer shall execute to the board of education an official bond, with

good and sufficient securities, in such sums as the board shall determine, such bond to be approved by said board.

Any person twenty-one years of age, whether male or female, having resided in such city more than two years next preceding his or her appointment, shall be eligible to office as a member of the board of education.

The members of the board of education shall be divided into classes in such a manner as to provide for an annual change of not less than one-fourth nor more than one-third of the whole number of members, and the members elected or appointed under the provisions of this act shall, within one month after such election or appointment, determine by lot the classes to which the members shall severally belong.

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## EDITORIAL DEPARTMENT.

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THE OLD AND THE NEW.—This number of the Teacher, it is expected, will be in the hands of our subscribers just as “the old year lies a-dying.” The teachers have completed their first term’s work and are enjoying a brief period of rest. Every body has on his holiday face and his holiday attire, unmindful of the old friend who is passing away, and intent upon extending a cordial welcome to the new one so soon to take his place. How naturally we turn from the setting to the rising sun. “The king is dead: long live the king!” cries the herald when the monarch dies, and we stand ready to echo his words.

But in this pause between the old and the new, time and opportunity are given to review the past, take our bearings, determine our whereabouts, and prepare for a new departure. An account of stock may now be taken, the balance-sheet made out, the loss or gain for the year ascertained, and a new set of books opened. If the result is not quite satisfactory,—if we have some times done what we ought not to have done, and left undone what we ought to have done, now is the time to alleviate the twinges of conscience by that cheap anæsthetic, a good resolution for the future. But it is too late to mend a bad year’s work, for “there’s a new foot on the floor, and a new face at the door,” and we dismiss the old year with our benedictions, and bid the new all hail. May it bring joy to the sorrowing, health to the sick, hope to the despairing; to all, a broader charity, a higher humanity, a more earnest purpose, and a truer faith.

SCHOOL LEGISLATION.—We present on another page the first section of the amendments to the school-law proposed by the State Superintendent and omitted in our last issue. We hope to see these short and simple provisions substituted for the long and cumbrous bill now in the hands of the legislative committees. These committees are composed of some of the best men in our legislature, and we believe that their only purpose is to do what is best for our schools. We hope that they will consider the matter well before recommending the passage of such a bill as that now before them. The almost universal sentiment of those interested

in public education, so far as we have been able to learn it, is that we need no such radical change in our school-law as that which has been proposed. All that we require at the present time is a few brief provisions rendered necessary by our new constitution. This is the purpose of the bill which Mr. Bateman has prepared. The first and longest section of this bill lays down a plan for the organization of schools in cities. It is the plan which experience has proven to be the best and the most economical. It gives to the school-board entire and independent control of all school matters. It separates the school interests as far as possible from all partisan influences, and places them in the hands of a body of men selected with special reference to their fitness for this particular work. In stead of dividing between two bodies the power to manage and control the public schools in our cities, thus diminishing the responsibility of each, it concentrates and unifies that power, and allows no divided responsibility. The interests of public education in some of the cities of our state are to-day suffering for the want of such an arrangement as this.

This plan, too, can easily be shown to be more economical than the other. Mr. Wm. T. Harris, one of the foremost educational men of the West, superintendent of the schools of St. Louis, where this plan of organization was early adopted, presents, in his report of two years ago, the following considerations upon this point: "It is well that St. Louis separates its school interests entirely from its municipal, and places them under a different board. The tax-payers in this city have not to complain of such lavish expenditure of money as goes to the erection of school-buildings in Boston, Chicago, San Francisco, Washington, Cleveland, or Philadelphia,—in those cities, in short, where the municipal government adopts the plans and gives out the contract. Filled with the impression of the magnitude of the municipal interests it controls, it adopts the same scale for the school-house, and combines inconvenience and expense very successfully. To illustrate the position, I need only call to mind the data given in my report of last year, where the average cost of the new school-buildings in those cities completed the previous year was shown to be \$75,000 for each building. For buildings here, of the same capacity, the school-board paid about \$40,000, and the reduction in the cost of building has enabled the board to contract for such buildings, to be completed the ensuing year, at \$30,000. What our structures lack—the projections, steeples and turrets, the assembly-room in the upper story—may well be dispensed with."

**THE BURNING OF SCHOOL-HOUSES.**—It seems to us that an unusually large number of school-houses have been burned within a few weeks past. We see it reported that eleven have been burned in Illinois and Wisconsin alone within a short time. The most common explanation of the calamity is a defective flue. The fault, in about nine cases out of ten, may be traced to the gross carelessness of the mechanic who built the house. Not unfrequently the fire originates in a stick of timber built into the chimney. There should be some penalty affixed to such criminal negligence as this. If we inflict severe penalties upon the one who deliberately applies the torch to our dwelling, surely he who, with equal deliberation, constructs in so faulty a manner that it is morally certain to burn down, a building to be occupied by hundreds of children, ought not to be suffered to go wholly unpunished. It is of the greatest importance that men be employed to oversee the erection of school-buildings who will see to it that the work is well done, and especially that the flues are properly constructed.

We have heard of no instances of loss of life by the destruction of any of these buildings. Some of them were large houses full of pupils, and yet all were dismissed with safety. The school-house at Cambridge, Ohio, the destruction of which we noted last month, contained eight hundred pupils when it caught fire, but all escaped unhurt. At Champaign in this state a school-house was burned early in December. A school of four hundred pupils was in session in it when the fire broke out. They were informed by their teachers that the house was on fire, but that they would have ample time to pass out. They collected their books and were dismissed, section by section, as usual, and no one was injured. These instances show what may be done at such a crisis by teachers who keep calm and self-possessed.

THE OPPOSING FORCES.—Our free public-school system is so strongly entrenched in the affections of the people that we have little fear that it can ever be successfully assailed. Doubtless the details of the system will from time to time be modified, and changes in the mode of administration will be introduced. Questions will be raised as to how far the state should educate her children at public cost, what kind of an education the American youth demand, what branches should be taught and how they should be taught. These and many other similar questions, some of them of no little importance to the efficient working of the system, will be discussed and decided some times in one way and some times in another; but that we are henceforth to have free schools supported by public taxation for the education of the children of the community may be considered as pretty well settled. We believe very confidently that with teachers better trained and of broader culture, with improved methods and appliances, and with far more satisfactory results, all of which things are sure to come, our schools are destined to increase in favor as time rolls on. We do not suppose that the few opponents and malcontents among us will succeed in achieving any permanent victory for their side; certainly not, if the friends of public education exhibit ordinary wisdom. But, notwithstanding all this, we must remember that our schools and our school system are continually on trial. They are watched with jealous eyes, they are criticised unsparingly, and not unfrequently misrepresented and misunderstood to an extent that some times seems incredible. In almost every community are found elements more or less powerful that stand in open opposition to our public schools. In almost every community are some former friends who have needlessly been converted into enemies. When we reflect that, other things being equal, the schools will be found the best where they receive the unanimous and the most cordial support of the people, it becomes a matter of interest to know the causes of this hostility. Let us classify these opposing forces.

1. We need do no more than refer in passing to the attitude of the Romish Church upon the public-school question. The declared hostility of the leaders of that body is well known. Their attacks, direct and indirect, are repulsed in one quarter, only to be renewed with increased violence in another. That our experience of the past with this class will be repeated in the future there is little room to doubt.

2. Ignorance, or, at least, an imperfect knowledge respecting teachers, their work, and, in fact, respecting our entire school system, is another fruitful source of opposition. Few things are of more vital interest to a community than the schools and



the methods of instruction by which its children are to be educated, and yet there are few things of which many intelligent people are more ignorant. This was illustrated in a striking manner by some portions of the address of welcome delivered by a distinguished individual at the opening of the National Educational Convention at St. Louis, last summer, and it is seen pure and unadulterated in the not infrequent comments and criticisms of some of our daily papers. Many among us judge of the schools of to-day by the schools which they attended in their childhood, a third of a century or more ago, and, very naturally perhaps, associate the modern teacher with the pedagogue of the olden time—lord of the rod and the ferule. By them he is regarded as a sort of nondescript being, combining the characteristics of Ichabod Crane, Mr. Choakumchild, and the genius who presided over Dotheboys Hall. Such being the case, neither the teacher nor his school receives from them much respect or consideration.

3. Again, some there are whose descendants inherit from them more pride and wealth than brains, who dislike to send their children to a school where brains count, and where pride and wealth are not considered. For their children to be compelled to enter the lists and contend for intellectual superiority with children—brighter and more intelligent, it may be—of those whom they are wont to regard as far beneath themselves in the social scale, and after all be worsted in the contest, is too grievous to be borne. They soon find that the discipline of the school is too severe, the rules and regulations too rigid, the requirements too numerous and too difficult, and they conclude that they are opposed to the public school.

4. Then there are the poor rich men, who do not believe in educating the children at the public expense, or believe in doing it in a way so economical as to render the schools well-nigh worthless. They usually have but few of their own to educate, and they are willing to pay tuition for them at a private school. They pay all taxes grudgingly and under protest, but the school-tax is to them an abomination.

Such are some of the forces arrayed against our free public schools. For most of these cases it is not easy to suggest a remedy. Some may yet be reached by a more enlightened public sentiment; as to others, we must wait as patiently as we may, until, in due course of nature, they shall be gathered to their fathers and find rest.

**THE RIGHT OF FOLLY.**—At Hunter's Point, Long Island, recently, forty pupils, all Roman Catholics, were expelled from school by the principal, because they objected to the reading of the Bible in school. The principal acted under authority received from the Superintendent and Commissioners of Education. We can hardly conceive of any combination of circumstances that would justify such a high-handed proceeding as this. It looks to us like an unprovoked outrage, that will be sure to return to vex the perpetrators. For our own part, we believe in reading the Bible in school. We do not believe in compelling either teachers or pupils to read or not to read the Bible. If the teacher will but exercise a little good sense, there is no necessity for any difficulty in this matter. If a pupil objects to reading in the Bible, he certainly can not be benefited by being compelled to read. People are not ordinarily converted from the error of their ways by the application of brute force. Neither children nor adults like to be taken by the scruff of the neck, after the style of Mr. Honeythunder, and rudely bumped, as it were, into the right way. A few such cases as this at Hunter's Point will drive

the Bible out of every public school in the land; and, if its retention is to breed such outrages as this, it ought to be driven out.

THE POPE'S BULL AGAINST THE COMET.—Our state constitution contains one provision the most extraordinary, probably, that can be found in the fundamental law of any state of the Union. It reads as follows: "No teacher, state, county, township or district school officer, shall be interested in the sale, proceeds or profits of any book, apparatus or furniture used, or to be used, in any school in this state with which such officer or teacher may be connected, under such penalties as may be provided by the General Assembly." The aim of this provision is apparent enough. No teacher who is the author of any book, the inventor of any apparatus or furniture, or who is interested in the sale or profits of the same, is to be allowed to teach in any school where such book, apparatus or furniture is used. The same rule applies to the case of the state, county and city superintendents, with reference to the schools under their supervision respectively, and, indeed, to all school officers. Some of the cases that might arise under this provision are ludicrous and absurd enough, and will readily suggest themselves to all. But this clause is totally inoperative unless vitality is imparted to it by some legislative enactment. Hence some have contended that the legislature should pass no law to enforce this constitutional provision, and thus let the whole thing fall to the ground. This would certainly be wise, and yet we are very sure that any law affixing a penalty for the offense created by this clause of the constitution will be as dead as the constitutional provision itself. Such will most assuredly be the case so far as the teacher and superintendent are concerned. They have nothing to do with determining the books, apparatus or furniture to be used in the schools under their control; that matter is settled by the school-board. Now we think it will be a long time before any teacher or any body else in this state can be punished by fine or imprisonment for an act done by a third party, and of which they are entirely innocent. We have no idea that any enactment of this kind would or could ever be enforced. Therefore we are willing to throw this tub to the whale, and if it will help to pacify the rage of that animal we are content.

Though this provision be but a pope's bull against the comet, it has nevertheless served the purpose of revealing clearly the *animus* of those with whom it originated. We can see from this what they would be glad to do if they could.

WHAT IS A GRADE?—*Over how long a period of time does it extend?*—In a course of study printed in the Teacher some time since, and adopted generally throughout the state, there are given *ten grades*.

The Tenth Grade includes reading 100 words; spelling, reading, and rote songs; counting, reading and writing numbers to 100; writing one's own name; and miscellaneous. Ninth Grade—Reading from First Reader, also 50 new words from Second Reader; music; reading and writing numbers to 1,000; addition and subtraction tables to 5's; adding columns of single figures—sum not to exceed 15; Roman numerals to L; miscellaneous.

Will some one be kind enough to enlighten us, through the Teacher, whether a grade necessarily includes any special time? If the ten grades in theory include ten years, each grade one year, then are we to understand that a child during his seventh year is capable of learning only 100 words and 100 figures, with certain miscellaneous work? I am endeavoring to form a grade in my school, and wish

for light upon the subject. Shall I teach my primer-class only 100 words and 100 figures during the first year of their sojourn? A SUBSCRIBER.

We do not understand that the time to be spent upon the work of any given grade is fixed and uniform. Different teachers and different classes of pupils will require different periods of time in which to do the same work. In a Chicago report of two or three years ago, which we have not now at hand, is given the average time occupied in the schools of that city in completing each of the grades of their course. If we recollect aright, the average time required for the lower grades was considerably less than one year. We think, however, that it is very important that the work of these lower grades be done thoroughly, and that ample time be taken for it.—ED.

## MONTHLY REPORTS FOR NOVEMBER.—

TOWN OR CITY.	No. of Pupils Enrolled.	No. of Days of School.	Average No. Attending.	Av. Daily Attendance.	Per ct. of Attendance.	No. of tardinesses.	No. neither Absent nor Tardy.	PRINCIPAL OR SUPERINTENDENT.
St. Louis*	25480	...	22380	21121	94 1/2	6737	...	W. T. Harris.
Centralia	638	23	603	583	96 6	183	291	J. N. Holloway.
Peoria	2237	...	2117	2032	95 1/2	204	1127	J. E. Dow.
Oreston	105	21	97	86	88	2	49	P. R. Walker.
Marion	154	19	141	132	93 6	38	50	E. Philbrook.
Rushville	414	20	390	381	97	123	237	John M. Coyner.
Lexington	311	21	292	267	89	445	57	Dan'l J. Poor.
Arcola	296	23	271	250	92	231	44	M. Waters.
Dixon	523	26	474	431	91	283	109	E. C. Smith.
Belvidere (North Side)†	304	21	279	257	92	58	123	H. J. Sherrill.
Yates City	172	22	163	157	93	48	79	A. C. Bloomer.
Henry	342	17	311	299	96	52	169	J. S. McClung.
Batavia	337	18	314	289	92	15	92	O. T. Snow.
West and South Rockford	1148	20	1090	1010	92 6	250	348	J. H. Blodgett and O. F. Barbour.
De Kalb	295	16	254	246	93	78	114	Etta S. Dunbar.
Clinton	517	20	484	446	94	39	166	S. M. Heslet.
Shelbyville	530	23	519	442	85	300	175	Jephthah Hobbs.
Lewistown	389	20	353	341	93 1/2	21	194	Cyrus Cook.
East Aurora	1444	20	1368	1272	93	129	467	W. B. Powell.
Belvidere	275	15	264 1/2	247 6	93 5	61	146	H. J. Sherrill.
Mattoon	370	20	330	312	94 9	215	85	J. H. Thompson.

\*The St. Louis statistics are for the ten weeks ending November 10th.

†For October.

## PERSONAL AND GENERAL ITEMS.

DECEMBER 1st, Mrs. NEWMAN, a school-teacher of Collinsville in this state, while attempting to get on board of a ferry-boat at St. Louis to cross the river, missed her footing, fell into the water among the blocks of ice, and was drowned.

THE Princeton High School opens its winter term with 260 pupils, 70 from abroad. A class of ten commence the Greek of the preparatory course.

TAZEWELL County held its teachers' institute at Delavan, and Mason County at Havana, the week before Christmas.

THE nightly attendance upon the night schools of Philadelphia is 3,875, two-thirds of the number being over twenty-one years of age.

THE State of New York has 127 log school-houses.

THE school-fund of Minnesota, derived from the sale of school lands, is reported at \$2,375,267.

THE new high-school building at Delavan, recently erected at a cost of \$30,000, was destroyed by fire on the 4th of December.

CHICAGO UNIVERSITY has established a chair of comparative anatomy and physiology, to be filled by Dr. Ransom Dexter.

MOXMOUTH COLLEGE has lately received an addition to its cabinet, in the shape of a collection of Chinese curiosities.

A SCHOOL-HOUSE was burned at Champaign on Monday the 4th of December.

THE Board of Education of Galesburg are dependent upon the common council for funds. We are not surprised to hear that under such an arrangement the two bodies have been having trouble, and that the schools have consequently suffered.

THE Kansas State University has 323 students.

THE three Normal Schools of Minnesota have an attendance of 1,131.

IT is estimated that about 90 academies in the State of New York have been absorbed in the formation of union schools.

THE Board of Education of Chicago have been asking the county commissioners to relieve the city from bearing any portion of the expense of the Cook County Normal School.

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## EDUCATIONAL NEWS.

### ILLINOIS.

CHICAGO.—At the meeting of the Board of Education, Nov. 21st, the report recommending a large reduction of salaries was presented. As this was understood to have been drawn up by a member of the board who has always been as liberal and favorable to teachers as any one, there was reason to fear that a majority of the board would coincide, and adopt the report forthwith. But while three members were opposed to any change, and a few were in favor of immediate reduction, the majority favored the middle course and deferred the matter for further consideration, professing readiness to do as other branches of the city government do, and to reduce rates of salary when others do, and at the same rates. The member who spoke in favor of immediate reduction proposed to cut all salaries above \$550 to 80 per cent. of their present amount. In result, the November salary was paid at the old rates; December pay will probably be the same; and thereafter—we hope for the best that necessity will allow. A member told me that the plan had been discussed of giving teachers the full rates and shortening the school year in stead of the compensation; but this did not seem for the public interest. . . . The Franklin and the Pearson-street Primary school-houses are to be replaced as soon as may be. . . . At the meeting of Dec. 5th, Mr. Barker resigned from the board. . . . The average daily attendance for the preceding month was 20,432, being 7,222 less than for the same month last year: a falling-off of 26 per cent. Mr. Pickard said that the average daily attendance in the West and South side schools had not materially changed since the fire. The number who had lost seats by the fire was about 10,000, of which one half had reëntered. He reported that 112 teachers were out of employment, except as they had found other places or other business; but this list would soon be reduced to 100. There are no extra teachers. The rate of apportionment is one teacher to 40 pupils in the grammar department, and one to sixty in the primary. . . . At the principals' meeting on Dec. 9th, held in the Normal School, the subject of *Special Teaching* was discussed, with reference to exchanging teachers from one room to another to teach music. There was a large variety of opinion: most thought that it was best for every teacher to teach music to her own pupils, and that but little or no ability to sing was absolutely essential. Next the bringing of dinner at noon was discussed: unanimously recognized as a nuisance, it was in the largest districts a necessity to some

extent; and many expedients had been used to limit it as much as possible, with as little harshness or arbitrariness as would effect the object. . . . Mr. Pickard spoke of the relief sent for teachers and pupils, giving many interesting items. His own time was much taken up with attending to the distribution of it, and the whole time of two ladies; he also had to employ much of the time of a tailor to cut out new goods for clothing: when the clothing was so given out, it was in better form for immediate use, and could not be illicitly disposed of. He mentioned a case in which a family had but half clothing enough for the sharply-cold weather, and had sent first one-half the children wearing all the clothing, and then the other half. The first relief actually received was a contribution from an institute in Iowa. He spoke of the contributions from various places, the latest of which, over \$3,000 from San Francisco, he had heard of, but it had not yet reached him. He had distributed over \$6,000, and had about \$1,500 on hand. There would probable be \$15,000 more coming in. He wanted teachers to attend carefully to discovering and aiding the really needy.

**COOK COUNTY NORMAL.**—In the meeting of the Board of Education, Dec. 5th, Mr. Richberg introduced a resolution, which was adopted, requesting the county supervisors to relieve the City of Chicago from bearing the burden of supporting the County Normal School. His preamble sets forth that the expense for teachers alone is over \$10,000; that corresponding benefits are not secured; that the people of Chicago pay nine tenths of the cost, and get no benefit, since they have a normal school and training school of their own. On the 10th the Tribune followed up this move with an editorial, saying that "The institution has been a fraud upon the public because it was wholly unnecessary from the beginning." . . . "A real-estate speculation on the one hand, and a pretext for pensioning a certain number of dead-beats on the public treasury." Of course, Mr. Wentworth and others in other papers reply and deny; and Mr. Richberg making charges of concealment or covering up expenses, the Tribune allowed a reply in its columns from Mr. H. B. Lewis, school-director at Englewood, who says that between thirty and forty pupils now go from the city to the County Normal, as they have done before; that half as many more attend the Englewood high and grammar schools; that Mr. Richberg's premises are erroneous. He reminds the public that all the teachers of the Normal offered to continue teaching at such rates as the county can afford to pay. Mr. Richberg has included in his estimates of expense the salaries of teachers employed by the district. Evidently a sharp contest impends, with what result no one can foretell: the advantage is always with the fault-finders. Even the facts that bear upon the just decision are yet to be elicited, as neither interested party is likely to give those which favor the other.

**DIXON.**—We have received the first annual report of the public schools of Dixon, including a history of the same from their establishment, by E. C. Smith, the energetic superintendent of that city. As the first school-house was erected there in 1837, as we learn from the report, it seems a little odd to find the first annual report bearing date 1871. It is an interesting document, and a valuable contribution to the early history of public schools in the state. It gives not only an account of the present condition of the Dixon schools, but also many facts amusing and interesting about the schools of that place a quarter of a century and more ago.

**GRAND TOWER.**—H. J. Swim, recently of Onarga, succeeds G. F. Davenport as principal of the upper graded school in this place. School in good condition, and the number in attendance rapidly increasing. Grand Tower boasts of two graded schools, each paying its principal \$100 per month. If there is a town of 1200 inhabitants in Northern Illinois which can beat that, let her *speak*. CITIZEN.

**ILLINOIS INDUSTRIAL UNIVERSITY.**—We learn, through a communication from Dr. Gregory to the Chicago Tribune, that a series of agricultural lectures and discussions are to be held at different points in the state under the auspices of the Industrial University. The first of these meetings is to be held at Dixon, Lee county, commencing Monday, Jan. 15th, and continuing with three sessions daily until

Thursday, Jan. 25th; the next, at Pontiac, Livingston county, commencing Monday, Jan. 29th, and continuing until Thursday, Feb. 1st; another, at Avon, Fulton county, commencing Tuesday, Jan. 30th, and continuing until Friday, Feb. 2d; and one at Pittsfield, Pike county, commencing Monday, Feb. 5th, and continuing until Thursday, Feb. 8th. The subjects to be discussed are of practical importance to farmers and to all who are interested in agricultural pursuits. Able lecturers have been secured to deliver addresses at these meetings. The purpose of these agricultural and industrial institutes is stated to be "to bring before old farmers, and other citizens of our state, the new facts of science and of practice, for their examination and adoption, if found suited to their conditions. Another object is to give to practical men an opportunity to compare their observations and experience, that the public and our industrial teachers may get the benefit of any thing of value they have to communicate. We want to bring the *live practical* men and the *live scientific* men together, that all may be benefited. The University engages to furnish lecturers, or persons to open the discussions; and the citizens at the points visited furnish halls, properly warmed and lighted; so that these courses are free to all interested. All persons are invited to attend, and, by so doing, help to advance the intelligence and the interests of the great industrial classes of our state."

**LACON.**—Mr. Tucker, the worthy principal of the school at Lacon, was recently the victim of a most unwarrantable attack, made upon him by a woman who had become enraged because of some imagined injustice suffered by her daughter who attended his school. The woman hurried away to a justice of the peace and paid her fine, thinking that thus she might escape a public trial. The city authorities, however, took the case in hand, and the woman was found guilty by a jury and fined twenty dollars.

**NORMAL.**—The State Board of Education met at Normal, December 5th and 6th. The most important thing done at their meeting was the appointment of a committee to ask the legislature for an appropriation to be expended in heating and ventilating the Normal University. As there is no attempt at ventilation in the building now, and every one who enters it suffers from the noxious atmosphere of the place, it is to be hoped that the committee will succeed in their undertaking. . . . Wednesday evening, December 13th, the literary societies of the university held their annual contest. This, with the students, is the great event of the school year, awakening more interest than even commencement-day itself. The exercises consisted of a debate, a paper by each of the societies, and vocal and instrumental music. The chief interest centred in the debate upon the question *Is the policy of making land-grants by the general government, in aid of railroads, a wise one?* The affirmative was supported by James Hovey and George Blount, of the Philadelphian Society: the negative, by J. M. Wilson and J. E. Lamb, of the Wrightonian. It was the universal verdict that the young men did themselves much credit by the ability displayed in the debate. All of the exercises were of a high order. Neither side, however, won the victory, the judges awarding the debate and the vocal music to the Wrightonians, and the paper and the instrumental music to the Philadelphians.

**ST. CLAIR COUNTY.**—The St. Clair County Teachers' Institute held in Belleville, during the week commencing Nov. 20th, was the largest ever held in the county—there being present the first afternoon 130 members. There were in attendance 168 members—all but four or five of them being at present teachers in the public schools of the county.

Prof. Robert Kidd gave one or more lessons each day. His instructions upon the management of the breath and voice, and upon inflection, emphasis, modulation, etc., were valuable. His imitations of faulty reading and speaking were mirth-provoking and very suggestive. Prof. Kidd gave two of his very popular entertainments, which were well attended and well received.

Mr. George Bunsen gave the first steps taken in teaching children to read, as practiced in the Belleville schools. They are first led to hear and give the long

vowel sounds and the consonant sounds, and then to combine them, being constantly drilled as a new sound and its representative are learned. After the pupils can readily combine any consonant sound with the long sound of any vowel, they are led to give the short sounds of the vowels and to combine them with the consonant sounds. Attention should be called to the exceptions when they occur in reading.

Mr. Henry Raab gave an exercise in map-drawing, in which he showed how he would develop the correct idea of a map, by requiring pupils to draw first a map of the school-room and school-yard, and then of a city or farm with which the pupils are already familiar.

Mr. Emil Feigenbutz, in two or three brief lessons, showed how he would teach vocal music.

Prof. E. C. Hewett, who was present the last three days, and gave an excellent lecture one evening upon *Plus and Minus Quantities in the Teacher's Equation*, contributed much to the success of the institute in the drills and lessons given upon *The Study of Words, Mathematical Geography, Map-Drawing, Ground Rules in Arithmetic, Factoring, etc.*

Prof. E. E. Edwards, of McKendree College, presented a paper upon *Institute Work*, Miss Emily Coulter a poem entitled *The Teacher's Work*, and Miss Mary E. Madden an essay upon *Primary Teaching*.

Dr. Robt. Allyn, President of McKendree College, lectured one evening upon *Education Promotes Every Industry*, showing how the forces of the material world yield obedience to and serve the educated man.

The teachers last year passed a resolution inviting the school-directors of the county to attend the institute this year on Thursday. A number of directors responded to the invitation, and a portion of that day was devoted to the discussion of questions of interest to directors as well as teachers, such as How to secure uniformity and avoid frequent changes of text-books.

Mr. Geo. W. Brockhaus, by request, spoke of the order of exercises in school.

Prof. Madison Babcock, of St. Louis, conducted an exercise in writing.

The programme prepared beforehand was closely followed, and no time was spent in useless discussions.

The County Superintendent, Mr. J. P. Slade, was elected President, Mr. J. J. Rafter and Mr. C. V. Bridges, Secretaries, and Messrs. Henry Raab and John Gilwee, Vice-Presidents.

LIVINGSTON COUNTY.—The eleventh semi-annual session of the Livingston County Teachers' Institute was held at Pontiac in the last week of November. One hundred and twenty-seven teachers—70 women and 57 men—were enrolled. Pres. Edwards was in attendance one day, and presented some valuable suggestions upon school government. Dr. Sewall lectured one evening: subject—*Sand*. Miss F. H. Churchill conducted exercises in *Elocution*; Mr. Long, of Wilmington, in *Botany*. The remaining exercises were conducted by the teachers of the county, —J. W. Smith presenting the subject of *Geography*; Abe Markle, *Topics*; C. L. Greely, *Grammar*; Miss Belle Borin, *Reading*; H. H. Hill, *Arithmetic*; J. C. Winans, *Writing and Spelling*; and W. W. Lockwood, *Grammar and Composition*. Mr. O. F. Avery spoke of the work of the first week in the school-room. Thursday afternoon, upon the invitation of Superintendent Perkins, the members of the institute visited the State Reform School. They adjourned to meet again in Chatsworth, at such time during the school year as the county superintendent should designate.

KANE COUNTY.—A letter from Kane county says "Prof. Charles, our able county superintendent, is doing much to elevate the standard in Kane county. Since his election institutes have been a success. Although he has often incurred the displeasure of a few by refusing certificates to the immoral or the incompetent, still he is gradually and deservedly gaining in popularity."

# State Normal University, Normal, McLean County, Ill.

**Established in 1857, by the State of Illinois, for the Training of  
Teachers of Both Sexes for the Schools of the State.**

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## **The Course of Study Covers Three Years,**

Or, if the Latin and Greek languages are included, four years; but certificates are given for successful work of one and two years.

Students seeking admission to the University should make application to the School Superintendent of the county in which they reside, and are required—

- (1.) To be, if males, not less than 17, and if females, not less than 16 years of age.
  - (2.) To produce a certificate of good moral character, signed by some responsible person.
  - (3.) To sign a declaration of their intention to devote themselves to School-teaching in this state.
  - (4.) To pass a satisfactory examination before the proper officer (County School Superintendent), in Reading, Spelling, Writing, Arithmetic, Geography, and the elements of English Grammar.
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## **THE MODEL SCHOOL**

Is divided into three grades: The High School, Grammar School, and the Intermediate and Primary School. Each of these grades is under the charge of an experienced and accomplished Principal. The services of Mr. E. W. Cox, of the Peoria High School have been secured for the principalship of the High School. For the lowest grade

## **A SYSTEM OF OBJECT LESSONS HAS BEEN PREPARED**

With the greatest care. In the Grammar School, the work is carefully adjusted to the mental wants of the pupils. In the highest grade are two courses,—the Classical, which is thorough and extended, and the General, which is a preparation for business.

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## **Boys and Girls from Abroad**

May be confidently intrusted to the care of the Principals.

*Monthly Reports of Deportment and Scholarship are Sent to Parents.*

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*Tuition in the Normal Department, FREE.*

*In the High School, \$30 per annum.*

*In the Grammar School, \$25 per annum.*

*In the Intermediate and Primary, \$12.50 per annum.*

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THE NEXT TERM BEGINS

**On Monday, September 11th, 1871.**

*For further information address*

**RICHARD EDWARDS, President.**



# ILLINOIS TEACHER.

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VOLUME XVIII.

FEBRUARY, 1872.

NUMBER 2.

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## ILLINOIS STATE TEACHERS' ASSOCIATION.

### EIGHTEENTH ANNUAL MEETING.

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#### FIRST DAY—MORNING.

MET at Union Hall, Dixon, December 26th, 1871.

Called to order by the President, J. H. Blodgett, of Rockford.

Prayer by Rev. I. Wilkinson, of Lincoln.

E. A. Gastman, of Decatur, was appointed Treasurer *pro tem.*, vice J. B. Roberts, of Galesburg, Treasurer-elect, absent.

During the enrollment of names, B. G. Roots, of Perry Co., in response to an invitation of the President, gave an account of school matters in his part of the state.

Adjourned, to meet at 2 P.M.

#### AFTERNOON.

Music by Prof. Firman, of Dixon.

I. Wilkinson, of Lincoln, Jephthah Hobbs, of Shelbyville, and Matthew Andrews, of Macomb, made some statements concerning the progress of educational work in their respective neighborhoods.

The President's Address was then listened to.

After a recess of ten minutes, Dr. C. C. Miller, of Marengo, gave a short exercise in methods of teaching music in schools, and closed by singing Longfellow's Psalm of Life.

The death of H. S. English, of Cairo, having been announced,—B. G. Roots, of Tamaroa, M. Andrews, of Macomb, J. W. Cook, of Normal, were appointed a committee to draft appropriate resolutions.

W. B. Powell, of Aurora, William Jenkins, of Ottawa, M. Andrews, of Macomb, were appointed Auditing Committee.

The action of the Executive Committee in appointing John W. Cook, of Normal, Railroad Secretary, was unanimously indorsed.

The President's Address was referred to H. L. Boltwood, of Princeton, E. C. Hewett, of Normal, I. Wilkinson, of Lincoln, for consideration and report.

Adjourned, to meet at 7.30 P.M.

EVENING.

Song, led by Dr. C. C. Miller, *My Country, 't is of thee*.

Address by Col. L. H. Potter, of Soldiers' College, Fulton: subject—*Religion in the Public Schools*.

Comic Song, by Dr. Miller: *The Three little Kittens*.

Adjourned, to meet in sections at 9 A.M. to-morrow.

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SECOND DAY—MORNING SESSION.

Association divides into sections.

HIGH-SCHOOL SECTION.—Met at the High-School building.

Called to order by the Chairman, J. B. Roberts, of Galesburg.

W. H. Brydges, of Elgin, elected Secretary.

Devotional exercise by Rev. D. L. Leonard.

Paper on *Natural Sciences: To what extent shall they be taught?* by Edwin P. Frost.

Discussion. Dr. Vasey, who had been appointed upon the discussion, being absent, his paper was read by Dr. Sewall. Messrs. Boltwood, Wilkinson, Coy, and Dr. Edwards, participated in the discussion.

*Course of Mathematics*, by Prof. Metcalf.

Discussion, in which Messrs. A. Clark, W. H. Smith, Childs, Payne, Brydges, and Dr. Edwards, participated.

Adjourned.

W. H. BRYDGES, Secretary.

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INTERMEDIATE SECTION.—Called to order at the Court-House, by M. Andrews, Chairman.

Wm. Brady appointed Secretary.

Prof. John W. Cook, of Normal, presented the Subject of *Analysis in Reading*.

Discussion, by Misses Pennell, Thompson and Thomas, and Messrs. Wells, Jenkins, Andrews, Francis, Charles, Roots, Cutter, Hewett, Gove, and others.

*Course of Study in Geography*, a paper by Miss Raymond,—Mr. Heslet, the gentleman to whom this subject had been assigned, being absent.

Discussion, by Messrs. Hewett, Blanchard, Charles, Howland, Roots, Boltwood, and Seymour.

Adjourned.

WM. BRADY, Secretary.

PRIMARY SECTION.—Met at Union Hall. C. P. SNOW, Chairman.

Devotional exercises.

Dr. Miller gave some suggestions on teaching music to primary classes.

*Oral Instruction*: a paper by Miss A. G. Paddock, of Englewood.

Discussion of the above, by W. B. Powell, Dr. Miller, J. H. Blodgett, and Henry Freeman.

In the absence of Mr. Parker, J. H. Blodgett spoke on the subject of *Methods in Reading*, developing the Word Method. Mr. Hanford spoke of the method of passing from the Word Method to the Phonic, and then to the usual orthography.

Comic Song, by Dr. Miller: *Corporal Schnapps*.

Adjourned.

C. E. MANN, Secretary.

#### AFTERNOON.

Song by Dr. Miller: *The Rock that is Higher than I*.

Greeting from Missouri State Teachers' Association received, and similar greeting ordered to be returned by telegraph.

Report of Morning Sessions, by the Chairman of each section.

Dr. Bateman's Address: *School Laws of Illinois*.

The objectionable points of Senate Bill No. 37, and the whole of Senate Bill No. 337, referred to E. L. Wells, of Ogle, J. B. Roberts, of Galesburg, E. A. Gastman, of Decatur, to report to-morrow morning.

Discussion of the points presented in Dr. Bateman's Address, by Dr. Edwards, B. G. Roots, and Senator Woodard, of Chicago.

Adjourned, to meet at 7.30 P.M.

#### EVENING.

Letter from Dr. J. M. Gregory, of Illinois Industrial University, read, explaining his absence.

Dr. Miller sang: *If papa were only ready*.

Miss Thomas, of Moline, entertained the Association with select rhetorical readings.

Address of D. L. Leonard, of Normal: *The New Departure in Education.*

Adjourned till 9 A.M. to-morrow.

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THIRD DAY—MORNING.

Prayer by C. P. Hall, of Princeton.

Song, led by Dr. Miller: *All hail, the power of Jesus's name!*

Paper by Miss S. E. Hale, of Bloomington: *Natural Sciences below the High School.*

Report of Committee on Dr. Bateman's paper on the *School Law* received, and, having been amended to read as follows, adopted:

REPORT.

Your committee on Mr. Bateman's paper of yesterday approve of the proposed changes in the school law, except upon the following points:

1st. First-Grade Certificates should not be given without examination to graduates of County Normal Schools.

2d. County superintendents' term of office should continue four years, and their duties in relation to visiting schools and their salaries should be fixed by law, and not left for county courts and boards of supervisors to decide upon.

3d. County courts and boards of supervisors should be empowered to appoint two examiners, to whom an appeal can be taken by any teacher who claims that he has unjustly been refused a certificate by the county superintendent.

4th. Distributions of public school funds by county superintendents and township trustees should not be made upon census alone, but in part upon attendance at the public school.

5th. The consecutive terms of office of township treasurers should not be limited to any number of years, nor should their salaries be left to the action of township trustees, but should be fixed, in part at least, by law.

6th. The provision relative to personal immunity of directors against action at law in cases of expulsion of pupils from school should be stricken out.

7th. In incorporated cities and villages, under Section 80, boards of education should be compelled to continue school at least six and not more than ten months.

We approve of the bill known as 'Whiting's Bill upon Qualifications of County Superintendents', and suggest that it be so amended as to provide for filling any vacancy that may occur.

E. L. WELLS, }  
E. A. GASTMAN, } Committee.  
J. B. ROBERTS, }

Song: *Battle-Cry of Freedom*, in which all joined.

Report of Committee on the President's Address, after some discussion, received and adopted. (Report will be found on another page.)

Report of Committee on the death of H. S. English received, after which Dr. Edwards and Mr. Blodgett made appropriate remarks.

## REPORT.

The committee appointed to present resolutions expressive of the feelings of the Association upon the life and death of H. S. English, a Vice-President of this body, who died at Cairo in July, 1871, respectfully submit:

He was a good citizen, an honest man, and an earnest and successful teacher. We mourn his loss, and tender our sympathies to the family of the deceased.

B. G. ROOTS, }  
J. W. COOK, } Committee.  
M. ANDREWS, }

Address: *County Institutes*, by E. L. Wells, of Ogle.

Discussion of the above, by Messrs. Ethridge, of Princeton, Wells, of Ogle, and Dr. Sewall, of Normal.

Report of Committee on Resolutions received, amended, and adopted.

## REPORT.

*Resolved*, That the thanks of this Association are due, and are hereby tendered, to Mr. E. C. Smith and the citizens of Dixon, for their efforts to render this meeting pleasant and successful: and to the Illinois Central, Indianapolis & St. Louis, Chicago, Burlington & Quincy, Ohio & Mississippi, Chicago & Northwestern, Chicago, Alton & St. Louis, the Belleville & Southern-Illinois Division of the St. Louis, Alton & Terre Haute Railroads, for the favors received in the way of reduced fare.

*Resolved*, That, in the opinion of this Association, any person who shall in future accept a place upon the programme to take part in the exercises of this body is utterly inexcusable for failure to fulfill his appointment, unless detained by sickness or death in the family, or by some accident which shall render it physically impossible for him to be present.

E. W. COX, }  
GEO. HOWLAND, } Committee.  
MISS S. E. WICKS, }

Adjourned to 2 P.M.

## AFTERNOON.

The Secretary was ordered to communicate to Senator Woodard the action of this meeting in regard to the school law.

Miss Churchill, of Chicago, by request, recited a short poem, entitled *Katie Lee and Willie Gray*.

Father Dixon was elected an honorary member of this Association, and Mr. Thomas was instructed to give him notice thereof.

The Treasurer's Report, approved by the Auditing Committee, was received.

## J. B. ROBERTS IN ACCOUNT WITH THE ILLINOIS STATE TEACHERS' ASSOCIATION.

Received of B. P. Marsh.....	\$4.50
"    for copy of proceedings.....	.75
"    " membership fees at Dixon.....	116.00
Total .....	<u>        \$121.25</u>
Paid E. C. Smith for printing.....	\$2.50
"    J. E. Dow for 1000 programmes.....	13.00
"    "    " traveling expenses.....	9.00
"    S. M. Etter    "    " .....	4.00
"    "    " telegraphing .....	4.40
"    J. B. Rolan, cash book.....	1.15
"    J. A. Sewall, railroad tickets.....	4.25
"    "    " expenses.....	8.00
"    D. L. Leonard    " .....	20.00
"    L. H. Potter    " .....	10.00
Total .....	<u>        76.30</u>
Balance on hand.....	<u>        \$44.95</u>

Respectfully submitted.

J. B. ROBERTS, Treasurer.

Report of Committee on Nominations received, and the Secretary ordered to cast the vote of the Association for the candidates named therein.

The following persons were declared elected for the next year:

*President*—J. B. Roberts, Galesburg. *Vice-Presidents*—At large, E. A. Gastman, Decatur; 1st District, B. R. Cutter, Chicago; 2d, Geo. B. Charles, Aurora; 3d, M. L. Seymour, Forreston; 4th, S. B. Groom, ———; 5th, A. Clark, Galva; 6th, Wm. Brady, Marseilles; 7th, Edwin Philbrook, Maroa; 8th, John Hull, Bloomington; 9th, M. Andrews, Macomb; 10th, Jephthah Hobbs, Shelbyville; 11th, — — —, ———; 12th, J. P. Slade, Belleville; 13th, Wm. McNeil, Pinckneyville. *Secretary*—William Jenkins, Ottawa. *Treasurer*—P. R. Walker, Creston. *Executive Committee*—H. L. Boltwood, Princeton; A. Gove, Normal; W. B. Powell, Aurora.

Report of Committee on Amendments to the Constitution received, amended, and adopted.

CONSTITUTION OF THE ILLINOIS STATE TEACHERS' ASSOCIATION, AS  
AMENDED DECEMBER 28, 1871.

ARTICLE I. This Association shall be called the Illinois State Teachers' Association.

ART. II. This Association shall hold its meetings annually in the month of December.

ART. III. The officers of this Association shall consist of a President, a Vice-President from each congressional district in the state, a Secretary, a Treasurer, and an Executive Committee of three members.

ART. IV. It shall be the duty of the President to preside at all meetings of the Association, and to attend to all duties incumbent upon said officer. In case of vacancy or his absence, it shall be the duty of the Vice-Presidents to preside and perform all the duties of the President.

ART. V. It shall be the duty of the Secretary to keep a correct account of the proceedings of the Association, and conduct all its correspondence, and to attend to all the duties usually incumbent upon such officer.

ART. VI. It shall be the duty of the Treasurer to receive the membership fees and all other funds accruing by donation or otherwise, and disburse the same only on the order of the Executive Committee or vote of the Association; and he shall be required to make a report of the condition of the finances at each annual meeting.

ART. VII. It shall be the duty of the Executive Committee to carry into effect all orders and resolutions of the Association, and to devise and put into operation such other measures, not inconsistent with the object of this Association, as it shall deem advisable. It shall fix the time and place, unless otherwise ordered by the Association, for holding their annual meeting, and shall have power to divide the Association into sections during a portion of the time of each meeting; shall appoint a President and Secretary for each section; shall procure speakers and arrange all the business to come before the Association, in its general meetings or before the different sections, and attend to all business that may come before them.

ART. VIII. Any teacher or active friend of education in the State of Illinois may become a member of this Association by signing the Constitution and annually paying the sum of one dollar. Honorary members may be elected at any annual meeting, and participate in the debate, but not be entitled to vote.

ART. IX. It shall be the duty of the President of each section to preside at all the meetings of the section to which he has been appointed, and to attend to all the duties incumbent upon such officer.

ART. X. It shall be the duty of the Secretary of each section to keep an accurate account of the proceedings of his section, and report such proceedings to the Secretary of the General Association.

ART. XI. The Executive Committee may hold one meeting, if in its judgment it is deemed necessary, for the purpose of making arrangements for the meetings of the Association, and all traveling expenses incurred in attending such meeting shall be paid by the Association.

ART. XII. The officers of this Association shall be chosen by ballot, at the annual meetings, and shall hold their offices one year, or until their successors are elected.

ART. XIII. This Constitution may be altered or amended by a vote of two-thirds of the members present at any regular meeting of the Association.

The Secretary was ordered to copy the Amended Constitution into the minutes of this meeting, and the Teacher and the Schoolmaster were requested to publish it.

A vote of thanks to the President and other officers of this Association for their promptness and faithfulness in the discharge of their respective duties was had.

Adjourned to meet in December, 1872, where the Executive Committee may direct.

JEPHTHAH HOBBS, Secretary.

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PRESIDENT'S ADDRESS.

FELLOW TEACHERS OF THE STATE OF ILLINOIS:

Most of us are bound together by a community of labor in the Free-School System; but a broader union than that of any exclusive form of work gathers us to consult for the most effective education of the people. We have met in council for careful examination of the situation,—to study the powers we must meet, to learn our own resources,—that we may dispose our forces more effectively in coming campaigns.

The Free Public School System in its present form is a new force, except in a few large cities, and was unknown in Illinois twenty-five ago. We must not assure ourselves in the vigorous strength of this lusty youth that his healthy manhood and ripe old age are secure. He is still open to danger from the attacks of his enemies and from the blunders of his friends. Moreover, the free school is but a single one of the agencies for doing a work which was dear to the founders of our republic, and which has been dear to moral reformers in all history. It is a narrow view that calls the formality of any school education. There was a time when the school was called the leading force in the formation of national character; but the introduction of the telegraph and the locomotive, the massing of population, the daily press, the obliteration of natural features, the new discoveries of gold, and modern wars, are coincident with mental and moral phenomena on a grand scale, modifying the relative value of the school and some times leaving no visible influence of it whatever. Free schools are less known than we some times believe. Even Germany is a free-school country only since 1848, and she secured her educational preëminence without a free system.

The time has come when the educator must be a student of political economy and of social science, and no longer a mere schoolmaster. The past twenty-five years have brought great changes in commercial and social life, apparent unities, and evident disintegrations, revolutions and modifications, not less marked than in our professional work. Twenty-five years ago the locomotive was silent here; not a telegraphic click had been heard in Illinois; the Mexican War was in progress; California was not yet ours; even Wisconsin was still a territory; the Mormons had not found Salt Lake; the slavery struggle had not developed the desperate safety of unlimited credit, nor opened the floodgates of uncounted expenditure at the cost of the future.

The changes suggested by these facts are felt in the whole life of our people and affect similarly the other continent. Wherever steam and lightning have become the messengers of commerce and of civilization, in the old countries or in the new, there is a breaking-up of old habits of thought and of outward life. Within



twenty-five years Italy has received railroads and freedom. Spain, France, England itself, Germany, Russia, each brings to mind a line of revolutions in modes of life and thought, and a nervous sympathy has reached the spice groves of India, the tea plantations of China, the gold mines of Australia, and the diamond mines of South Africa. In one view, man has been apparently individualized, and seems to stand out more strongly in his personal power. In another view, he is more than before the slave of inexorable forces that drive him faster and faster and that burden him more and more as he meets the daily demands, or he finds himself cast aside as useless if he attempts to work at such moderate rate as shall leave him to take his meals with his family or to use his nights for sleep. Untiring commerce is willing to carry her servants in palace cars or in magnificent steamships, but there must be no stop. The spirit of restlessness invades the home, the school-house, and the sanctuary. Old moralities are too slow for passions inflamed by new exposures and developed by the new physical tension. Intellectual growth and bodily development are alike too tedious for the present restless haste.

Men worked out slowly, in the past, the principles which they enunciated; but there was a wonderful wear in the forms to which they reduced them. A brief charter obtained by Roger Williams from an English king in 1663 was clear enough, comprehensive enough, elastic enough, and enduring enough, to serve Rhode Island one hundred and seventy-nine years, in all her changes from a feeble colony to an old state. The new states restrict their own growth by the multitude of special provisions in their fundamental laws, and so require frequent changes. The first constitution of Illinois scarce lived thirty years; the second, just thrown aside, was not twenty-five years old; and the third, largely a result of a reaction against the abuses of special legislation, and one of the best in the Union, yet contains much that is special, and must be amended or replaced before law and justice can be made consistent with all its provisions.

The wonderful modern physical development has required skilled men faster than they could be prepared. Even the old-time colleges have been too apt to cut off from their courses what was not at once convertible into dollars or business position. Optional courses, too often chosen not for culture, but for their supposed use in money-getting, have narrowed and dwarfed the human understanding by the one-sided growth thus developed. Text-books are manufactured on the narrow pretense of furnishing all that a pupil needs in practical life upon a given subject. A public sentiment is built up impatient under delays in the shop or in the office to secure thoroughness, and uneasy at any use of time in the school for lessons of morality or of human sympathy, which are deemed suitable subjects for only Sunday schools and the clergy. Thorough elementary culture, that should prepare a youth to follow with method any pursuit in life to which developing tastes and necessities may lead him, is irksome. The thorough-bred scholar and the artisan who gained his skill by a long apprenticeship are passing away together. In their place our diffused and diluted knowledge furnishes professional men and workmen looking rather to arbitrary protections and threatening organizations for power and wages than to merit and skill.

Mines and railroads and manufactories demanded in their inauguration more of muscle and of daring than of skill; but now it is found that high-priced skill is cheaper than low-priced ignorance for the management of great enterprises and

for the production of delicate handiwork. This reaction has developed a startling fact which deserves the careful consideration of every teacher and of every patriot. The study of books has been so pressed upon public attention, and the haste of physical development has been such, that those who would now learn the arts of industrial life have little opportunity to master any trade. It is easier for a boy to enter one of the learned professions than to become a self-reliant mechanic. This is a dangerous fact. Few except sons of mechanics taught by their own fathers can become master workmen. With great demand for skilled labor, the way to acquire skill is almost closed to even a willing boy. Unless a remedy is developed, our free schools themselves will be torn from their present high position, or swept away altogether, as a huge class, partly willing to be idle, partly chafing at their exclusion from skill and without the elevating influences of its possession, gains a controlling voice in our public institutions. Shortsighted workmen are hostile to apprentices. Employers do not like to spend time and material in giving complete knowledge to those who can profitably manage piece-work in the present minute subdivision of labor in large manufactories. Few persons yet realize the rich rewards waiting for those who secure masterly skill under present disadvantages. Even these few are almost excluded. Industrial schools are needed in a sense few have realized. Some way must be opened for our youth not only to learn the theories of polytechnic schools, but to train their muscles in the manipulations of art. Society glories in the grandeur of the work of a Florence Nightingale, while it shuts out others from preparation for like work. The youth who pushes forward for the highest skill is frowned upon as out of place; but if the skill is gained, all will be as eager to do him homage as to honor the heroine of the Crimean camps. We can not afford to neglect this class of facts. We may secure a model school-law; we may secure school-houses of approved patterns for every locality; we might even appoint for each school graduates of normal schools, who should train most accurately in school-book knowledge; but the whole education will be a mockery and a sham, to be swept away in the first contest with materialistic forces, unless the proper relation of these forces is recognized during the process of education.

Various social forces must also be harmonious if we see the best training of a people. The schools are but an aid to the culture that is to make moral citizens, reliable workmen, and upright officers. The morality which the church professes to teach must pervade the schools. The holy bonds and influences of home must possess all their sweet sacredness, or church and school alike fail of their high office, and all whirl together toward a common ruin.

The home has been invaded by circumstance and by malice. The church bewails the scarcity of a ministry who find the spiritual labor outgrowing their power to inspire it. The school is in danger of formalism and routine at the cost of true culture and well-developed manhood. These three forces must work together. The church and the school are but aids in the great work in which the family must be a constant underlying force. War and poverty, sudden disaster and calamity, may scatter the church or disband the school, without permanent loss; but the disintegration of the family means national vice and personal degradation. The attacks upon the family by misguided or zealous fanaticism shake the topmost branches of humanitarian and Christian labor. Evils in church and

state and school in a republic must find remedy in the homes. One of the noblest exhibitions of moral power that ever came within my notice was the unconscious influence of a boy ten years old upon a large body of soldiers in the mountains of Georgia, with no church and no school, with his father even away in the rebel army, but with a mother who had taught him to read the Bible and to speak the truth.

The financial management of the Free-School system must be carefully guarded. The crude or adverse remarks of enemies, or of friends who misunderstand us, will bear thoughtful examination. It was advised, last summer, by a distinguished politician, that our schools should embrace in their studies the descriptions of defalcations, peculations, breach of trust, and the like. It was stated by another authority that the Free-School system is responsible for the prevailing public dishonesty. May not these singular words of advice and of criticism have been suggested by some abuses observed in the management of public schools? The Free-School system will compare favorably in financial management with any other interest of society. Yet the vultures have their eyes upon the prey. Besides the perversions incident to the effort of bad men to control any fund, have not the friends of education some times erred in their zeal for cheapening tuition? Has not the saving in this item some times been at the cost of some proper knowledge of human relations and of sound political economy, and by the dwarfing of some noble element of character? Has not the education so cheapened been less esteemed by those who receive it? The power to borrow is a convenient way of putting our burdens on those who follow us. Many public schools admit foreign pupils at rates far below the cost to the local tax-payer. Reactions and disasters can hardly fail to overtake a school which grants tuition at greatly less than actual cost, no matter how much the community may temporarily deceive itself in the complication of bonds, taxation and prospective growth, and in the starvation of private enterprise. On the other hand, too many non-residents attempt to avail themselves of school privileges by devices which they would scorn to use in dealing with an individual. The sense of the true relation of the private pocket to the public purse is deadened.

Many years ago a merchant sickened and died in an eastern state. A neighboring creditor came into the store to make the needed legal process for his own protection. The widow tearfully and successfully solicited him to go for a very dear friend to cheer her in her affliction. Tempted by the needs of a large family, she used the brief interval of his absence in removing articles from the store to the dwelling, that they might be counted as family supplies. As an evasion of law it was a success, as a means of gaining a year's subsistence it was a great help; but it was a lesson stronger than all which the day schools and Sunday schools of a New-England community could impress for truth and good citizenship upon the sons who aided in the fraud. Those sons have all become notorious thieving criminals, taught by a mother whose honesty could never be legally impeached and who would have been indignant if accused of any thing worse than a sharp trick. Better had been some suffering from appetite, better hardship that was temporarily avoided, than this suspicion of neighbors, and the gray-haired sorrow which the woman now carries over the misery of a wicked family. Better, too, by far that every boy and every girl whose education in our schools is secured by misrepresentation and deception should have only such knowledge as they can otherwise

gain than to gain education thus. It is a miserable and partial view of education that counts it a gain for a pupil to have a knowledge of books at the cost of moral sense or of one iota of true self-respect. While the schools are not legitimately chargeable with the tricks and frauds practiced to secure their advantages, they serve to bring to light a great deal of lurking depravity, which increases by the direct and indirect allowance of it by school authorities.

It would be a gain in the power of the American graded schools if we could more frequently transfer teacher and pupils together from grade to grade. The personal influence of the teacher is almost wholly lost in dealing so briefly with such multitudes, many of whom are not striving for any thing higher than to secure a nominal promotion. Our graded schools are weak, also, in wanting adaptation to those whose attendance is brief or broken by considerable intervals. Courses of study are carefully marked out for the slow use of those who are to attend consecutively for a long series of years, but they are a poor dependence for those who can not stay for all their prescribed steps. Even a constant, diligent attendant at many graded schools may pass through from basement to attic and lose entirely some subjects there taught. Even the very diligence that secures his speedy promotion may keep him from hearing some topics presented in their prescribed weeks. Especially in all that range of miscellaneous information brought out by discussion outside the text-book, it will often occur that pupils from graded schools in some of our most favored towns have gained less than the pupils of a wide-awake mixed school at a country cross-roads. Particularly would the pupil who completes only lower grades often have been better and broader as a thinker and an observer, had he been in an earnest school where the questions and exercises of each have an influence upon the minds of all the rest. Our graded schools are powerful aids in system and in discipline, but they will make weak, one-sided scholars, unless those who control them recognize the need and value of other coincident influences.

There is little hope for us in copying the systems of other countries. Saul's armor was useless to David for fighting the Philistines. It has been well said that we copy too closely from the German schools of thirty years ago. The knowledge of the public regarding the German and the Prussian schools is little more than was sought out by Professors Stowe and Bache, and Horace Mann, and Joseph Kay of England, and others, thirty years or so ago. Even the statement made at a recent National Teachers' Association regarding the education of the Prussian army looks as if identical with a fact developed in 1846, or twenty-five years ago.\* We need at least to learn enough to separate German and Prussian statements from their labyrinthine entanglement; we need to remember that the Prussian system is not free, and that the old Germany was not generally under a free system until we were trying it ourselves, before we are too eager to transplant German or Prussian forms and laws. The self-devoted spirit of some of their teachers is worthy of our imitation, but we are not sure of imbibing it by putting on their harness. Gold and lightning and steam and western emigration and war have changed Germany also in these twenty-five years, and she laments the inefficiency of compulsory laws and of statute requirements to prevent the increase of ignorance. We must work out methods as we need them to give scope to principles.

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\* In 1846 only two soldiers could be found in a Prussian army of 122,897 men who could not both read and write.—*Am. Jour. of Ed.*, June, 1860, page 409.

We need a broader culture. We turn too soon to specialties and pile up spindling towers, when we ought to be laying massive foundations, fit to support any super-structure that the needs of later life may require. Thoroughness comes through patience, and self-control comes through thoroughness. Honesty, purity, right, are easier to those who have learned to labor thoroughly with patient self-control. Manhood must be valued above scholarship; then scholarship itself will be found to advance and a multitude of forces will be found working with us.

Nature herself has grand plans for educating her children, and our strongest men in city or in country are generally those who have known nature's work best. Contact with the artificial alone overloads us with details. It shuts out the perception of broad principles. It develops strongly and sharply some power at the cost of harmonious strength. Some one has said that studying Botany among cultivated plants is like hunting in a barn-yard, where one might have abundance of game, but no enthusiasm, no health-giving inspiration, no glow of the free air of woods and fields. To study other subjects entirely in artificial surroundings is not less spiritless. In the treadmill routine of text-book education or the hurried round of business training, people lack the enlargement of wider rambles in intellectual fields. Motive-power is sadly deficient in our schools. Future pecuniary advantage can give a spasmodic zeal, but for the long discipline of physical and mental growth effort must be sustained by some satisfaction with knowledge for its own sake, no where so well brought forth as with the great physical and moral forces of nature. In the free expanse of unsubdued prairie there is a contagion of freedom, a widening of views. But when the prairie-grass gives way to the cultivated field, when not a spot untouched by rude hoof remains for a delicate wild-flower, as all the native plants and native animals change for those that dwell with man or endure his presence, a flat prairie may become the nursery of mere barbarism. Ravines, overhanging rocks, jutting cliffs inaccessible to domestic animals, will long preserve some secluded spots in native power almost under the shadow of many an eastern school, as a balance against the contraction of special studies. This Rock-River Valley is blessed in its natural fitness for resisting the narrowness of specialties. It will be many a year before this locality of Dixon will cease to furnish, within a few minutes' walk of this hall, spots where nature preserves her supremacy. These water-courses guide even the arctic birds in their migrations, and these broken bluffs with rugged surface show present plants and preserve the fossil records of primeval life. The best place in America for a sound education is where the advantages of modern invention, modern travel and modern communication are at command, but where the native forces still hold some sway and where the employments bring us in contact with nature's work. The orchard, the garden and the farm supply the best men for the pulpits, the press and the commerce of the paved cities.

The social reactions of late years have their lessons for the individual teacher. The golden visions of the Pacific Coast have found their limit. The West is bounded. The Pacific Railroad, that was to enlarge California, has pricked a bubble, as it were, and has exposed the poverty and dependence that have been the record of other mining regions, with the same need of steady labor which has troubled men on the Atlantic side. Emigration wanders restlessly over the country opened by the Mexican War, without finding satisfactory foothold. A hot

breath has passed over a strong city. It has opened the senses of multitudes impatient of quiet lives in lesser places to the nothingness of artificial distinctions and to the blessing there might yet be in plodding toil. Corruption and wickedness in high places meet as yet no adequate remedy. The mad assumption of municipal debts for private corporations and the consolidated powers of these corporations open a field of dangerous omen.

Forms of law and of system are important, but they will prove inadequate for reform and advancement. Principles must be held more sacred than forms. When the year 1843 opened, the Scotch Presbyterians did not believe the separation between church and state could ever occur. The crown in that year insisted on claims conflicting with the principles of the Scotchmen. But Chalmers and other noble men, to whom religious liberty was dearer than church establishment, deliberately rose in the assembly-room and, leaving their protest upon the table, abandoned kirks and manse and all the support of a state treasury. It stands in history as one of the most illustrious examples of the power of moral worth and religious dignity. The Free Church is now strong in the confidence of a nation, while the church with state resources at its command is weak. We need in our school plans and labor a similar recognition of fundamental principles, principles that outlast all personal preferences and cherished forms, such as carried forth those Scotchmen to build up a new religious force inspired by a new spiritual idea.

Christianity eminently is a personal work. Nations can not be brought under its influence by resolves or by well-devised plans, unless these are carried out by a heart-appeal illustrated by a pure individual life. So, too, must fail all plans and schemes for educating a people that do not recognize the primary importance of a pure personal moral influence. No more complete religionist could be imagined than the proud, highly-educated Pharisee, who was displaced by the obscure men that were directed to obey his words and to avoid his acts. The highest form of artificial education may itself be corrupt and foul as the Pharisees' religion, and some trained in despised ways may crowd aside those who are more prominent but less imbued with a spirit of personal obligation. Learned teachers can be had to teach our schools, teachers, too, priding themselves on following the systems of Pestalozzi, or of Froebel, of Daniel Page or of Horace Mann, but too often following their systems without their principles and their personal devotion. There is need of a new personal consecration by us all. The times demand the multiplication of men and women devoted to exalted principles, with faith enough to work on in consciousness of right without impatience to see the results which are sure to come.

The glaciers grinding in vast irresistible mass, moving so slowly as to seem stationary to the eye of the transient traveler, pulverize the rocks, wear away the mountains, and send joyous streams to fertilize the valleys. Some tell us that the glacier is broken and even crushed to powder at a precipitous descent, but that by the pressure of its own forces it is regelated or again frozen together, and it goes on rasping off the rough places of the earth, and in its annual inches of motion marking lines on the granite rocks that the ages do not obliterate. Social forces seem in our day crumbling like the crushed glacier. What is to come of the present disintegration it is impossible to forecast. Let us hope that, like the crushed glacier, society is still advancing, soon to reunite its forces for more irresistible progress.

Counseling wisely regarding our work, forgetting differences of view respecting laws and methods and external forms in the unity of our purpose, we will take from this gathering a new courage and a new faith in our share of the world's joyous intellectual and moral fruitfulness. Let our conference together bind us closer in all honest effort. A new knowledge of the work before us will come of our investigations. Let our communing together in these closing days of the year give each of us new strength and new trust for the work of the future.

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REPORT ON PRESIDENT'S ADDRESS.

The Association adopted the following report upon the address:

The Committee upon the President's Address report the following:

We commend as worthy of special attention the following points:

1. The connection of free-school education with political economy and social science.
2. The dangers of the free-school system from bad financiering.
3. The necessity of making better provision in our large towns for those pupils who are not able to fit into the regular grades.
4. The tendency to turn to special studies before a good foundation is laid for a higher education.

We think the following points worthy of consideration, but are not prepared to express any positive opinion:

1. The transfer of the teacher with the pupils from grade to grade, so that the personal influence of the teacher may be impressed more strongly upon the pupils.
2. The establishment of polytechnic schools or industrial training-schools as a part of our school system.

H. L. BOLTWOOD, }  
E. C. HEWETT, } Committee.  
I. WILKINSON, }

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COMMUNICATION FROM MR. BLODGETT.

ED. ILLINOIS TEACHER:

The Committee on the Address seem to have interpreted me as advocating the establishment of industrial schools *as a part of our school system*. I do not say how such schools shall be supported, but something must be accessible to those who would be skilled laborers. It may be well to append some facts bearing on this matter. A pair of plain cloth ladies' shoes passes through the hands of no less than eleven workmen, to wit: cutter, paster, linings, stitcher, ribs, vamps, 1st laster, sewer, 2d laster, heeler, and finisher, no one of whom is a *shoemaker*, and no one of whom has an independent occupation when the great factory does not require his service. A boy can enter the professions by a regular succession of studies and examinations which are open to him. Any one can see whether his own neighborhood affords better openings for learning a trade than Chicago. The following extracts from letters recently received show the facts in that city. They indicate some of the difficulties the *employer* meets, and contain the suggestions of a leading manufacturer who has thought much on this matter. "In regard to get-

ting a boy in to learn the watchmaking business. *It would be almost an impossibility.* [Italics are mine.] People are disgusted, as a rule, with the operations of apprentices. It would be difficult to get a situation in a machine-shop for an apprentice . . . probably ten applicants where one is taken . . . there is great trouble in taking charge of them. We could turn out four good machines while we do one, if they would do the right thing; but we can not make it pay, and only take them when *they are pressed upon us by some widow, or when our sympathy is largely drawn upon.* . . . We want, first, good apprentice laws, that will hold a boy to do his duty and stay his time out. If our Industrial University could have had a mechanical branch at Chicago, where boys could have spent, say, one half the time in school getting the theoretical, and the other half working in some shop getting the practical, it would, in my judgment, have been a good thing, and what I tried to have done long ago. In this way we could have had good mechanics."

Great political, social and moral results depend on having free opportunity to prepare for skilled labor on terms just to employer and to employed. Who can aid in securing the 'Boys' Rights' of to-day, and so in sustaining the 'Human Rights' of the future?

Yours truly, JAS. H. BLODGETT.

Rockford, Ill., Jan. 1872.

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## COLLEGIATE EDUCATION.

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A BILL was recently reported in our state legislature entitled 'An act to encourage Collegiate Education'. What the proposed bill may contain is not reported; but, if it means to do a better thing for our colleges than has yet been tried, it *should* contain something like this:

"WHEREAS, There are in the State of Illinois a large number of incorporated institutions of learning, calling themselves colleges or universities, with power to confer degrees; and whereas it is asserted by many educational men that a majority of these institutions are injuring the interests of higher education by inferior and superficial instruction, and by conferring degrees upon uneducated persons;

"*Be it enacted*, That a committee of seven men be appointed by the Governor, three of whom shall be selected from a list of five nominated by the State Teachers' Association at a regular meeting. This committee, in connection with the Superintendent of Public Instruction, who shall be *ex officio* chairman of said committee, shall constitute an educational commission, whose duty shall be to examine into the condition of the chartered colleges of the state, with special reference to the number of pupils in their collegiate courses, their funds, their libraries, apparatus, buildings, and other means of instruction, and the character of the instruction given, and to report to the legislature upon the expediency of annulling the collegiate charters of any institutions which may be found doing only preparatory or academic work."

Other details, of course, are necessary to such an act. The idea is



this: Our so-called colleges are to prove to a competent board of state officials that they have a right to exist, and to bear the name of college. Especially should the power of conferring degrees be taken away from all institutions which are not doing efficient college work. Every degree conferred upon an unworthy recipient injures the cause of the higher education. It was long since suggested that three fourths of our western colleges ought to die for the benefit of the rest; but, as none of them seem to have the sublime spirit of self-sacrifice required, it may be an act of kindness for a legislature to save them the agonies of lingering starvation, and help them draw their last breath. It seems useless to suggest to them that they have failed to accomplish their mission, and ought, therefore, like the Japanese officials in similar circumstances, to perform *hari-kari*, and die gracefully, sacrificing themselves for the public good.

New England, with a dense population largely in excess of ours, with numerous preparatory schools, with a higher appreciation of college education, with a very large attendance of students from other states, has, all told, 16 colleges and universities. Illinois has 32. New Hampshire, with a population about one seventh of ours, has one college, and over fifty academies and high schools where pupils are fitted for college: it is a question whether there are in our state one half as many preparatory schools as colleges, apart from the colleges themselves. It is a fact fraught with sad significance that, with all our colleges, there are some times more Illinois students abroad in search of a higher education than can be found gathered in any of our own institutions. Ann Arbor alone generally contains more students from our state than are to be found in any one of our own colleges.

Three instances of the character of a certain class of western colleges may serve to show why collegiate degrees and college education fall into disrepute. The first is from our own state. The newly-appointed president of a certain college, on entering upon the duties of his office, found that there were no pupils in the school up to the nominal standard of the Freshman class. Deeming it essential to the standing of the college to have a collegiate department, on paper at least, he published a catalogue, in which boys who were yet in the elements of Latin figured as Seniors in a full college course, and as having completed, of course, the studies laid down in the prescribed curriculum for the preceding years. This was a denominational college, and the religious public were strongly solicited to aid this president in his noble work of *Christian* education.

In a neighboring state, there is a small two-story school-building, uninclosed, out of repair, furnished with the coarsest style of plank desks, and called 'the college'. It represents the whole educational capital of an incorporated college, which occasionally has a faculty of one, whenever a man can be found to give his services for the honor of being *president* of such an institution, and for the tuition which he may collect. In a catalogue of an eastern theological seminary is recorded the name of a student as A.B. of this college, and there are doctors of divinity who claim their sounding title from this institution.

In the early days of our state, a college was chartered, mainly by the efforts of a clergyman. The designated trustees assembled, and, as an act of becoming gratitude to the reverend gentleman, at his own modest suggestion, conferred upon him the title of D.D. Then they adjourned, to meet again at the call of the proper officials, but *the call never came*. The college had fulfilled its mission, and died and made no sign. "Vether it vas vorth vile to go through so much to get so little," as Mr. Weller remarks, is, indeed, a question.

It was an honest and a praiseworthy act, when the Presbyterian Synod of Iowa voted that, of three schools under its general patronage, one should hereafter bear the name of college, and the others should be known as academies. While sects parade the number of their colleges and universities as proof of their zeal for learning, and multiply colleges faster than preparatory schools, and expect colleges to create a demand for the higher education, and to live without *feeders*, the temptation is strong for every petty sect to have a college of its own to doctorate its own clergy, and to foster its denominational pride. Such a college, when built, is often a perpetual drain upon the charity of the churches: in it two or three men eke out an existence between teaching and preaching, conscious of inferior work and of wretched material to work upon, and of the thankless labor of making bricks without straw. Perhaps within ten miles of this college, perhaps in the same town, is another similar school, languishing for want of efficient support, and each competes with the other to catch pupils by lower standards of admission and by more show and less substance.

It seems to be legitimate legislative work to end this state of things. Perhaps ten of our colleges might assert their claim to live, not so much by what they are as by what they can reasonably expect to be in consequence of their funds and their patronage. Four colleges will accommodate all the legitimate college students now in our state. We can not afford the empty honor of having thirty-two. Y. S. D.

## CONDUCTING RECITATIONS. — II.

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PROF. W. F. PHELPS.

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Two of the more important objects of the recitation were discussed in the preceding paper. These objects were stated to be—(1) To develop the power of clear and consecutive thought, and (2) to cultivate the habit of concise and accurate expression.

To think clearly and to express thought with ease and precision imply also an increase in the attainments of the pupil. Subjects for study are placed before the mind as *occasions* for its activity or exercise. An increase of knowledge carries with it an increase of power. Lessons are assigned which are to be mastered. The recitation, when properly conducted, will determine exactly how far this mastery of subjects has been effected by the pupil. Hence it may be affirmed:

3. That another object of the recitation is to test the accuracy and extent of the attainments of the class. Each and every lesson should afford the proof of new conquests by the learner. It should demonstrate that some truth unknown before has been added to his mental stock, or that something hitherto dimly perceived has ripened into clear conviction, perfect fruition. In the absence of this assured result, or at least of some approach to it, the recitation has failed in its purpose, and the time and labor of all concerned in it may be accounted a loss. All real progress in education must necessarily be slow. There is neither a royal road nor a railroad to the temple of learning. Nevertheless, there ought to be positive progress with each day, and an additional conquest, however small, with each encounter in the class-room. To aim at these definite and positive results should be the ambition of every teacher; and, although he may not always realize them, he will accomplish vastly more than by rambling and discursive effort.

4. It is an object of the recitation to increase the attainments of the class, to add to the knowledge which its members may have acquired in their study-hours.

A teacher whose acquirements are limited to the text-books he uses can never achieve real success in conducting his recitations. "A good schoolmaster," says Guizot, "must know much more than he is called upon to teach, in order that he may teach with intelligence and taste." It is a question worthy of consideration whether the ambition and love of study inspired in a class by a scholarly, skillful and enthusiastic

teacher are not worth more to the pupils than all the studying they are able to do. What is more contagious than example? What is more glorious than a *noble* example as an inspiration to worthy deeds? The teacher who does not show that he can go beyond the text-books in his search after truth, and enrich the knowledge which his pupils have acquired by copious additions to it from his own well-furnished storehouse, is lacking in the first element of power in his great work. This is, in fact, one of the true secrets of power in teaching. It secures the confidence, it arouses the interest, it commands the respect and admiration of the class, and supplies the most needful conditions to its progress. Hence, let the teacher ever go before his pupils in the classroom full of his subject, all aglow with its spirit, ready to meet every difficulty, to answer every objection and supply every omission that may arise in the course of the sharp drill that is to follow.

5. The recitation should determine the habits of study which each pupil is forming, and correct whatever may be faulty in his method, as well as eliminate the errors that are revealed in his knowledge of subjects.

Man has been not inaptly denominated 'a bundle of habits'. Education is the development of character through the process employed in forming right habits. The character of an individual is the sum-total of the habits he has formed. If the latter are good, the former are good; if bad, bad. The great aim of the educator, therefore, should be *to form good habits and only good habits*. The recitation affords the best indications as to the quality of the mental habits of the pupils. The teacher should be a close observer of these indications, and should strive to *teach his pupils how to study*. The education of any individual is far advanced when he has learned the best methods of using his faculties in this pursuit of knowledge and in discharging the manifold duties of his station in life. To *correct* errors in the method of using the faculties is the surest way to *prevent* errors in the knowledge of the subjects taught. Errors in the mastery of facts and principles are the result of a wrong use of the faculties. Therefore, let precision and accuracy in mental labor be the constant care of those who guide and direct the education of our children and youth. To secure these is one of the prime objects of the recitation.

Finally, any statement of the true theory of the recitation will be incomplete which does not refer to its *moral uses*. Brought into such intimate relations with his pupils as is the teacher during this vital and oft-recurring occasion, it would be strange indeed if he should omit to make full use of his power and influence to develop in them all that is

kindly and winning in manner, pure and upright in heart, noble and lovely in life and character. And here the power of the teacher must be almost wholly in a spotless example. He is the inspiring genius of the occasion. His spirit must be gentle, his manners winning, his temper even, his judgment cool, and his decisions prompt and just. With such a moral frame of mind, joined to scholarly attainments and professional skill, his *influence* over the hearts as well as the intellects of his pupils will be almost without limit, silently and gently moulding their characters to that standard of excellence which embodies all that is pure, lovely, and of good report.

In the succeeding paper it will be my aim to consider what should be the *preparations for the recitation*.

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## OFFICIAL DEPARTMENT.

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### A BILL FOR AN ACT CONCERNING COUNTY SUPERINTENDENTS OF SCHOOLS.

WHEREAS, the constitution provides that "there may be a county superintendent of schools in each county, whose qualifications, powers, duties, compensation and time and manner of election, and term of office, shall be prescribed by law"; therefore,

SECTION 1. *Be it enacted by the People of the State of Illinois, represented in the General Assembly*, That there shall continue to be elected in each county a county superintendent of schools, whose powers, duties, time and manner of election, and term of office, shall be the same as is now prescribed by the general laws of this state; and all local and special laws relating to that office are hereby repealed.

§ 2. No person shall hereafter be eligible to the office of county superintendent of schools, in any county in this state, who does not possess the following qualifications, in addition to those now prescribed by the constitution and laws of Illinois, to wit:

*First*—He shall be not less than twenty-five years of age, and of irreproachable moral character.

*Second*—He shall possess a diploma from a college legally empowered to confer literary degrees; or, a diploma issued according to law by the authorities of a state normal school; or, a state teachers' certificate, granted in pursuance of the school-laws of Illinois: or, a certificate awarded, after due examination, by the Board of Education of the State of Illinois, as hereinafter provided.

*Third*—In addition to the preceding literary qualifications, he shall also have had not less than three years of successful experience in teaching, at least two of which shall have been in the public schools of this state, under the present free-school system: *Provided*, that three years of successful service as county or city

superintendent of schools shall be deemed equivalent to said three years of teaching. The Board of Education of the State of Illinois, or a committee of said board, shall hold, or cause to be held, in each congressional district in the state (provided, that in counties containing more than one congressional district such county shall be deemed one district), once in two years, an examination of persons desiring to become eligible to the office of county superintendent of schools. Notice of such examination shall be published not less than four (4) weeks, in at least one newspaper of the county where the same is to be held. The examination shall be conducted by the State Board of Education, a committee of said board, or examiners appointed by said board for the purpose. The subjects, requirements and methods shall be uniform in each and all of such examinations, and shall be such as the said board of education shall prescribe. In the final determination of the fitness or unfitness of each person examined to hold said office, due consideration and weight shall also be given to his physical health, culture and refinement; familiarity with approved methods of organizing, governing and teaching schools of all grades, including high schools; ability to write and speak with propriety and force; knowledge of and capacity for business; general intelligence, good judgment and practical sense. At the conclusion of each of said examinations, certificates of appropriate form, to be prescribed by said board, shall be awarded to those found worthy to receive them; which certificate shall be signed by the president and secretary of said board, and shall bear the corporate seal thereof.

§ 3. If no person having the qualifications herein prescribed, as well as the other qualifications enumerated in the constitution, be chosen, at such election, county superintendent of schools, the office shall then be deemed vacant, and shall be filled as now provided by law, by appointment; such appointee to have the qualifications required by the constitution and by this act.

§ 4. Persons elected or appointed to the office of county superintendent of schools shall not be entitled to take the oath of office and enter upon its duties until commissioned by the Superintendent of Public Instruction, which commission shall be issued by him on receipt of satisfactory evidence of his election or appointment, and that at the date of his election or appointment he had the qualifications herein prescribed for holding said office; and if the county superintendent-elect shall fail to furnish said evidence within twenty days after the day of such election or appointment, then the office shall be deemed vacant, and the Superintendent of Public Instruction shall so notify the county clerk of the proper county.

§ 5. The county superintendent of schools shall be paid an annual salary, as follows:

In counties having a population of less than ten thousand inhabitants, he shall receive \$. . . ; in counties of ten thousand and less than twenty thousand inhabitants, he shall receive \$. . . ; in counties of twenty thousand and less than forty thousand inhabitants, he shall receive \$. . . ; in counties of forty thousand and over inhabitants, he shall receive \$. . . ; and no other fees, emoluments or perquisites whatever, except what may be necessary for office rent, and \$. . . per annum for stationery.

§ 6. County superintendents of schools may be removed from office by the county board, for any palpable violation of law or omission of duty, or for incapacity, gross immorality, or any other just cause shown, the reason of removal being entered upon the records.

## EDITORIAL DEPARTMENT.

THE STATE ASSOCIATION.—This body met, according to previous announcement, at Dixon, on the twenty-sixth of December. The inclemency of the weather and the distance of the place of meeting from the central part of the state combined with other causes to render the attendance somewhat smaller than on many former occasions, the whole number enrolled being less than one hundred seventy-five. The stimulus and aid demanded by the great majority of our teachers are better furnished by the county institute than by the state association. These institutes aim to give such knowledge of subjects and methods as may be made immediately available in the school-room. Their function is a practical one. They deal with those questions which present themselves in the every-day work of the teacher. The value of such meetings is appreciated by all. But the state association has another task to perform. Its province is rather to consider and discuss those general principles and those broader and more comprehensive questions which lie at the foundation of our educational work. If all are not attracted by meetings for such a purpose, it need not occasion surprise nor disappointment. That fact is no evidence that these annual gatherings are failing to fulfill their mission.

The meeting at Dixon was composed of earnest teachers, interested in their work. The papers presented were good,—many of them excellent,—and the discussions and evening lectures were fully up to the usual standard. Every thing passed off pleasantly and harmoniously, and all present seemed to be on the best of terms with themselves and with one another. There was an entire absence of any thing like those rings and cliques that have some times wrought such mischief in the associations of some of our sister states. The only thing that detracted from the complete success of the meeting was the absence of so large a number of those whose names were announced upon the programme. More than one third of these did not make their appearance. Some sent their papers to be read by others, some were unavoidably absent, but in several instances no sufficient reason was assigned for failure to fulfill the appointments. The association expressed itself with emphasis upon this subject, and we trust that, hereafter, whoever suffers his name to be placed upon the programme of the association will feel in honor bound to meet his engagement.

The place for holding the next meeting was not definitely fixed, but the sentiment of those in attendance seemed to be in favor of Bloomington or Springfield. Some place near the centre of the state, where good hotel accommodations can be had, will undoubtedly be selected by the Executive Committee.

We publish herewith the President's Address and the minutes of the Secretary. In subsequent numbers of the Teacher we intend to give the principal papers of interest read before the association, believing that in doing so we are meeting the wishes of our readers.

THE STATE ASSOCIATION AND COUNTY NORMAL SCHOOLS.—We invite the attention of our readers to the following communication from Mr. D. S. Wentworth, criticising the action of the State Association in recommending the striking-out

from the proposed school-law the provision which makes the holders of diplomas from county normal schools entitled to a first-grade certificate. We are sure that the association in its action upon this subject was not prompted by any hostility to county normal schools. Indeed, among those favoring this change in the law were some of the warmest friends of those institutions to be found in the state. Least of all was it the intention to cast any reflections upon the character of those county normal schools already organized, but solely to provide a safeguard for the future. If the State Board of Education, the State Superintendent being a member, could be made the judge of the course of study to be adopted in the county normal schools that may be established, and also 'of the *how well* the student has comprehended his course'—a plan which we understand Mr. Wentworth to favor,—one of the objections to giving the graduates a first-grade certificate would be removed. For our own part, we are disposed to think that it would be well to grant a first-grade certificate in no case until after the applicant has shown himself a successful teacher by actual experience in the school-room.

*Editor Illinois Teacher:*

I notice by the report of the doings of the Illinois State Teachers' Association, held at Dixon recently, that the Association referred the subject of the School Law, for criticisms, to a committee, and I also notice that that committee reported back against that part of the bill which made the diplomas of county normal schools equal, under the law, to a first-grade certificate of the county superintendent. This action of the committee certainly surprised me, for it seems to me that there can be no stronger inducement for our teachers to take a full course of study and instruction than to offer to make the diplomas they receive of some tangible use to them.

If the fact that nearly every state that has a normal school does this same thing, or makes the diploma entitle the holder to teach in the state, is not sufficient evidence that such a provision is a wise one, then I wish to call the attention of such of your readers as support the committee's report to the following reasons why such an article *should* be incorporated in the school-law, viz: Making the diplomas of county normal schools equal, under the law, in the county where they are located, to a first-grade certificate of the county superintendent acknowledges that our schools do what the law says they were created for, viz., 'to qualify persons for teachers'.

Now, if these schools are not doing this, they are not answering the ends for which they were established. The law under which county normal schools can be organized provides for the appointment of a county board of education of five or eight persons, who are to hold the office three years, and the chairman of the board of supervisors and the county superintendent are members *ex officio*. This board fixes the required qualifications for entering the school, prepares or passes upon the course of study, fixes the length of time necessary for graduating, conducts all the examinations, passes upon who shall receive diplomas, and finally determines who is entitled to a first-grade certificate. Thus the county superintendent not only has an opportunity to examine the applicant for a certificate for only a few hours, but, by being a member of the board of education, has a voice in all the examinations, in directing as to what shall be taught and how it shall be done,—in adopting such rules and regulations for the school as shall put him in possession of the whole character and habits of each pupil. Now this is impossible for him to have under the present system of advertising for teachers and giving them an examinations of a few hours, and then, if they answer some 65 to 75 per cent. of ten questions on any given subject, the superintendent fixes his name to a certificate of qualifications which, under the law, puts the applicant in charge of a school upon which he is to leave an undying impression. Now what that impression is to be, can the superintendent tell?

Very many pupils enter these schools now with a view of remaining just long enough to obtain a certificate: they leave the various classes, from the juniors to



the seniors—and the very poorest in the class too—even those who have no knowledge whatever of systematic mental development and very little of the subjects required to be taught,—and *they obtain* certificates to teach from superintendents, in the face of all this ignorance.

Let the board of education feel that the reputation of the schools depends upon the skill and ability of each of the graduates as exhibited in the schools of the county; that 't was by their authority that these teachers were acknowledged or recognized as qualified to teach; then each member would have an increased interest, and the acts of the board of instructors would be more faithfully scrutinized. There would be more care exercised in prescribing a course of study, and more of the responsibilities would be assumed by the board in determining how well and thoroughly each student had mastered the course of study, before granting him a diploma.

There must be coöperation in both labor and interest, on the part of the officials and the board of instructors, in order to promote a healthy estimate of the importance and the mission of a normal school. Now, until there is such a state of things brought about, normal schools are to be as they have been—objects of jealousy.

The time now is when it is demanded that the instructors of our youth should possess other qualifications than those that can be brought out by the ordinary course of examinations. They should know something of that upon which they are to operate, as well as that which is used as a means. They should not only know both that upon and with which they are to operate, but they should be skilled in the operation. There is systematic work to be done; and who is better qualified to do this work than those who have spent a term of years as apprentices under the direction of skilled instructors?

We believe that the State Board of Education, the State Superintendent being a member, should be the judge of what should constitute a competent course of instruction for a well-disciplined teacher, and also of *the how well* the student has comprehended his course.

As to the 'jealousies of other institutions', let them have the same privileges when they establish the *same course* and put their pupils under the examination of the same board.

Our normal schools should be professional; and the sooner the law acknowledged them to be so, and the superintendent and those who have them in charge see to it that they answer the end for which they were *instituted*, the better it will be for the schools of the state.

D. S. WENTWORTH.

*Englewood, January, 1872.*

**GRADED COURSE FOR COUNTRY SCHOOLS.**—We give below the course of study prepared by Superintendent Ethridge, of Bureau county, for the use of the district schools of that county. It is published with explanations and suggestions for each grade, and with a blank form of a certificate of adoption to be filled by the directors of the different districts, and a request that the teacher conform to this course as rigidly as possible; also a blank for the text-books selected for the school. We have before us, likewise, a course of seven grades prepared by Superintendent Black, of Adams county, which we may present at another time. We believe that these are efforts put forth in the right direction. One of the vital educational questions of the day is how to improve the work of our district schools, and the first step in that improvement must be a proper grading of those schools. Music and Drawing, though not mentioned in the course, are to be taught as general exercises, and Morals and Manners, also, it is expected, will receive due attention. Some may think that too much is attempted here; but that can best be determined by trying it in the schools. Mr. Ethridge well says in his remarks upon the proposed course that "the old way is bad enough, and any thing which tends to order in school work deserves a patient and persevering trial."

## FIRST GRADE.

*Reading.*—Fourth Reader. *Writing.*—Writing by copy, with pen, continued. *Spelling.*—Rules of Orthography and application of the same in spelling exercises—oral and written. *Phonics.*—Phonic Analysis continued—oral and written. *Numbers.*—Percentage and its applications. Ratio and Proportion. Involution and Evolution. Mensuration. Analysis of problems continued. *Geography.*—Geography continued, with Map Drawing. *Grammar.*—Some good text-book in Grammar thoroughly studied. Letter Writing and Business Instrument. *History.*—History of the United States. *Government.*—Analysis of Constitution of United States and of Civil Government generally.

## SECOND GRADE.

*Reading.*—Third Reader. Use of Dictionary. *Writing.*—Writing with pen continued. *Spelling.*—All words used. Abbreviations learned. *Phonics.*—Same as previous grade. *Objects.* *Numbers.*—Properties of Numbers. Fractions and Compound Numbers. Review work of former grades. Analysis of problems—oral and written. *Geography.*—Finish the Geography of United States, and take North and South America. Map Drawing. *Language.*—Formation of Plurals and Possessives. Language drill of former grades continued. Compound and Complex sentences. Much practice in copying and writing abstracts. *Letter Writing.*

## THIRD GRADE.

*Reading.*—Second Reader. Use of the Dictionary for definitions. *Writing.*—Begin to write with a pen. Teach the forms of the Capitals. *Spelling.*—All words used in lessons—both oral and written. *Phonics.*—Use of Dictionary in preparing written exercises in phonic analysis. Spell by sound all words of difficult pronunciation. *Objects.*—Continue the study of objects, extending the subjects to the outlines of Anatomy and Physiology. *Numbers.*—Written and oral work in Multiplication and Division. Tables of Compound Numbers. Analysis of problems—oral and written. Constant review and drill on work of previous grades, especially in rapid additions. *Geography.*—Directions and Distance. Definitions. Maps of school-room and school-grounds. Geography of Township, County, and State. United States begun. *Language.*—Language lessons. Parts of Speech and simple sentences. Use of Capital Letters. Drill of former grades continued.

## FOURTH GRADE.

*Reading.*—First Reader. Names and uses of marks at the close of sentences. *Writing.*—Write in script selections from lessons read, and begin to use lead pencils. *Spelling.*—Oral and written—embracing all words read, and the names of common objects. *Phonics.*—Spell by sound all words read. *Objects.*—Continue the study of objects. *Numbers.*—Multiplication and Division tables. Writing numbers in Arabic and Roman. Written and oral work in addition and subtraction. Analysis of simple problems—both written and oral. *Language.*—Continue to correct the errors and extend the vocabulary of the children. Construction of simple sentences.

## FIFTH GRADE.

*Reading.*—Primer. *Writing.*—Write on slate and blackboard, when convenient, selections from the lessons read. *Spelling.*—Oral and written exercises in spelling, embracing all words read. *Phonics.*—Spell by sound all words read, except the most difficult. *Objects.*—Familiar lessons on common objects, such as things in the school-room, domestic utensils, domestic animals, etc. *Numbers.*—Addition and Subtraction tables. Writing in Arabic to 1,000,000; in Roman to D. Counting by 2's, 3's, 4's, 5's, etc., forward and backward. Adding columns of figures. *Language.*—Special attention to the correction of faults in language, and to extending the vocabulary, and improving the powers of expression.

## SIXTH GRADE.

*Reading.*—Words on Primary Charts. *Printing.*—All words read. *Spelling.*—Orally, all words read. *Phonics.*—Spell by sound the simplest words read. *Objects.*—Familiar talks about common objects, pictures on Charts, etc. *Numbers.*—Counting forward and backward to one hundred. Writing numbers in Arabic to 1,000, and in Roman to L. *Language.*—Correct all errors in the use of language. No pains should be spared in improving the powers of expression. Special care should be used to avoid unnatural tones in reading and reciting. *Writing.*—Just before leaving this grade the children should be taught to make the small script letters.

**WRITTEN WORK.**—If a teacher wishes to test the thoroughness and accuracy of the work which his class has been doing, we know of nothing better than a written examination. In the oral recitation it often happens that the one who acquits himself the best is not the one who has the best knowledge of the subject. Self-confidence, a natural readiness of speech, quickness in taking a hint from a word, look or movement of the teacher or class, often enable a quite inferior scholar to make a very creditable appearance in the oral recitation. But prepare a list of questions, being careful to make them definite and unambiguous, and let the pupil take pen, ink and paper, and write his answers without hint or suggestion from any source, and you have the data for a pretty accurate estimate of his standing. Such exercises will also, not unfrequently, serve the purpose of revealing to the teacher the weak points in his own methods of instruction. Subjects which he supposed had been rendered perfectly clear and intelligible are often found to be entirely unknown, or at best very dim and misty, in the pupil's mind. Try it, fellow teachers who have been in the habit of relying solely upon oral recitation, and, our word for it, the result will astonish both yourselves and your pupils.

**EDUCATIONAL JOURNALS.**—With the opening of the new year, several of our exchanges come to us in new and improved appearance. The *Massachusetts Teacher* comes with paper, cover and type improved. But it is no longer the *Massachusetts Teacher*. It has burst all bonds, scorned all limitations, and appears without qualification as *The Teacher*. This is perhaps appropriate for a journal published at the Hub of the universe, but we of the West are more modest. Nevertheless, in the future as in the past, it will always be a welcome visitor. . . . The *Ohio Educational Monthly*, a duplicate of which appears each month as the *National Teacher*, has also taken to itself a new cover. Mr. E. E. White, the editor and publisher, is recognized as one of the leading educational men of the country, and his *Monthly* is justly entitled to rank among the leading educational journals. The same may be said of the *Pennsylvania School Journal*, edited by Superintendent Wickersham. We congratulate him and his readers upon the new and beautiful type in which his *Journal* greets its friends with the new year. When he acknowledges that for some time he has not liked the look of the *Journal's* pages, we can very easily give full credence to his frank confession. We shall read it with increased pleasure and interest in its clear, new dress. . . . The *Journal of Education* of St. Louis has assumed a more ambitious title, and is henceforth to be known as the *American Journal of Education*. . . . The *Mississippi Educational Journal*, which was started a year ago, and then suspended for several months, has been revived by H. R. Pease, State Superintendent. It is, in appearance, one of the neatest journals we receive.

## MONTHLY REPORTS FOR DECEMBER.—

TOWN OR CITY.	No. of Pupils Enrolled.	No. of Days of School.	Average No. Belonging.	Av. Daily Attendance.	Per ct. of Attendance.	No. of Tardinesses.	No. neither Absent nor Tardy.	PRINCIPAL OR SUPERINTENDENT.
Chicago.....	26123	20	23369	21378	91.5	7807	....	J. L. Pickard.
Peoria.....	2146	15	2010	1870	93	259	899	J. E. Dow.
Terre Haute, Ind.....	2439	19	2315	2177	94	1029	770	Wm. H. Wiley.
Danville.....	1027	19	957	795	85.7	448	317	J. G. Shedd.
Macomb.....	649	19	626	595	95	200	284	M. Andrews.
Centralia.....	613	19	578	537	93	154	237	J. N. Holloway.
Princeton.....	561	18	527	505	95.8	110	215	C. P. Snow.
Dixon.....	520	18	476	430	90	358	110	E. C. Smith.
Mattoon.....	381	19	336	313	94	170	80	J. H. Thompson.
Lewistown.....	379	16	332	309	93	50	139	Cyrus Cook.
Henry.....	345	16	329	308	93.7	58	146	J. S. McClung.
Lexington.....	286	15	270	253	93.3	418	70	Dan'l J. Poor.
De Kalb.....	263	15	241	221	94	90	94	Etta S. Dunnbar.
Effingham.....	232	20	301	282	93.6	297	126	Owen Scott.
Maroa.....	157	16	148	126	85	137	25	E. Philbrook.
Lyndon.....	122	16	114	94	81.4	82	17	O. M. Crary.
Creston.....	92	16	91	84	92	6	29	P. R. Walker.
West and South Rockford.....	1111	18	1056	990	94.7	420	338	{J. H. Blodgett and {O. F. Barbour.
Shelbyville.....	531	19	506	436	90	262	163	Jephthah Hobbs.
Yates City.....	178	21	164	151	92	56	48	A. C. Bloomer.
Rushville.....	414	18	384	375	97.4	126	260	John M. Coyner.

## EDUCATIONAL NEWS.

## ILLINOIS.

CHICAGO.—Mr. A. C. Calkins was, by the council, chosen School Inspector, in place of Mr. Barker, of the Fourth Ward, who resigned on account of change of residence....As a substitute for the institutes, Mr. Pickard has the teachers of sundry grades, at his discretion, dismiss school for an afternoon to meet him for the purposes ordinarily effected by the other gatherings. The teachers of fifth grade were called last month (Dec.), and those of the tenth for January....At the meeting of the Board of Education of Dec. 19th, measures were taken to have suspended studies resumed. German is one of these....The High School is still kept out of its rooms, using only the upper story of its building, but with hopes of getting possession of the whole house by Feb. 1st....The following resolution was adopted by the Board of Education about rules: "*Resolved*, That the principals of schools are hereby strictly prohibited from presenting or enforcing any rule in relation to the management of their respective schools other than such rules as have been adopted by this board." That rule is one that means either too much or too little, unless interpreted....In the meeting of principals on Jan. 13th, the subject of the day was *The Duties of Principals*. Mr. Sabin led off the discussion, making these and some other points: (1) To know thoroughly the teaching ability of each of his subordinates, by his personal observation. (2) To have charge of the discipline and moral condition of the school. (3) To grade the school by placing new pupils, and by examining for advancement, both by written and by oral examinations. (4) To know the programmes of all the teachers, and to see that they are duly observed. (5) To teach: to show himself a model teacher

in every grade, room, and class. (6) To read so as to keep pace with the progress of science, to know the standard and current literature, and to improve in the art of teaching. In the further discussion, the rules of the board were commented on as being often made in general form to meet special cases, and thus depriving the principal of his proper discretionary power. For instance, he is required to spend one third of his time in 'instruction', which, when the rule was passed, meant teaching a class; and it is so understood by many still. However pressing other duties, and however little needed this special work may be, the principal is bound to observe the rule. Mr. Pickard endeavored to show that the rule is not so unyielding, and to make it reasonable by interpretation. Others urged that they have no discretion to interpret the rule otherwise than as it stands: that it was made, probably, to meet the case of some principal who was supposed to neglect that duty. Mr. Baker said that properly a principal is one who shall shape and direct the internal affairs of his school; if he has not this duty and privilege, he merely runs a machine and keeps it oiled. Too many and too precise rules limit proper discretion and destroy the best usefulness of the principal. Mr. Mahoney said that it gives enthusiasm to a school to have the principal teach: but that his work is best spent upon the highest class. He should avoid much interference with his subordinates: much poking puts out the fire. The subject was continued for next month.

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CHILLICOTHE.—The schools of this place are under the supervision of Mr. D. H. Pingrey, formerly principal of the Farmington schools. They are in excellent condition, and are giving general satisfaction. The number enrolled in the High School is sixty-five; daily attendance, sixty. During the holidays two successful literary entertainments were given by the High School. The proceeds were devoted to the purchase of philosophical apparatus for the school. Nine pupils are fitting for college.

PEKIN.—The schools of this city, under the superintendency of Mr. George Colvin, are fast improving. 809 pupils are enrolled in the public schools. There are four school-buildings, the main one a fine brick, erected a few years ago at a cost of \$60,000. Of the fifteen teachers employed, three are males, one of whom gives instruction in German. The course of study in the different grades is the same as that adopted in the public schools of Chicago. The course for the high school, which is under the charge of G. W. Mason, of Normal, is fully established, and every thing is working harmoniously. The first class, of twelve, will graduate one year from next June. Pekin in the past has some times been unfortunate in her endeavors to place her public schools on a good foundation: we therefore congratulate her all the more heartily for the brighter prospect that seems now to be opening for her.

CLAY COUNTY.—The Clay County Teachers' Institute met at Xenia, Monday, Dec. 13th, and continued in session until Friday evening. Seventy teachers were in attendance. The daily exercises were engaged in by all with spirit, and much interest was manifested throughout the session. On Monday evening a lecture was delivered by Mr. C. H. Murray, the County Superintendent. Tuesday evening Mr. W. H. Lanning, of Clay City, and Dr. Warren, of Flora, lectured: the former upon *The teacher's profession and responsibility*; the latter upon *I want to know*. Wednesday evening was occupied with exercises in singing, declamation, and the

reading of essays and selections by the different teachers. Thursday evening the female-suffrage question was debated; and Friday evening a concert was given by the teachers and others, assisted by the Xenia String Band. On the first days of the institute the weather was bad; but, notwithstanding this, the meeting was a pleasant one, and it is believed will be productive of much good.

**CUMBERLAND COUNTY.**—Superintendent Lake held an institute at Majority Point, beginning December 27th and continuing three days. It was well attended and highly appreciated by the teachers and the citizens who were present. Prof. G. Thompson, of Mattoon, Owen Scott, Principal of the Effingham schools, and Prof. Watson, were present by invitation, and rendered valuable aid in the exercises.

**LAKE COUNTY.**—The teachers of Lake county had a very pleasant réunion, on the 6th of January, at Libertyville. A constitution was adopted and a permanent organization effected, under the name of 'The Lake County Teachers' Association'. Charles G. Tarbell, of Wauconda, the County Superintendent, was elected President. The plan being to hold a meeting every two weeks in one part or another of the county, five districts were formed and a Vice-President was elected for each district. These officers are to make the necessary preparations for meetings of the association in their respective districts, and to preside in case of the absence of the President. Low, of Wauconda, Holcomb, of Libertyville, Garman, of Lake Forest, Whitney, of Waukegan, and Merchant, of Antioch, were chosen. Miss Harwood, of Forksville, is Secretary, Mr. J. Moore, of the same place, Treasurer.... For the first meeting, forty-three persons in attendance was a much larger number than was expected. The interest manifested was very encouraging. The exercises were in *Notation and Numeration*, led by Mr. Moore; *Arithmetic*, by Superintendent Tarbell; *Reading*, by Miss Harwood; and *Natural History*, by Mr. Garman. Miss Harwood made up a class from the teachers present to illustrate her method of training the little folk. The excellence of the reading of the instructor added a great deal to the interest of the exercises. All were ready in the discussions. A lecture by the Superintendent occupied the evening.... There is no doubt whatever of the popularity of the meetings of the association, or of the accomplishment of a great deal of good by their means. A series of meetings once in two weeks during the winter and spring is to be supplemented by a session of a week in vacation. The object in having the meetings so often is to bring about unanimity and sociability among the teachers. They will be able to put in practice the new ideas they get at one meeting and prepare to attend the next for more.... Holcomb, of Normal, teaches in Libertyville. His patrons and pupils speak only good of him.

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**MASON COUNTY.**—The fifth annual Teachers' Institute of Mason county was held at Havana, commencing the 20th of December, and continuing three days. This meeting was one of unusual interest. Notwithstanding the severity of the weather, the attendance was large. We employ 126 teachers in the county; 90 of that number were present. A part of the exercises were conducted by Profs. Hewett, of Normal, and Wilson, of Washington, Illinois. Prof. Hewett delivered lectures on the second and third evenings of the meeting, to large and attentive audiences. Music was conducted by Prof. Wilson, with marked ability. Our teachers took an active part in all the exercises, and acquitted themselves credit-

ably. We think that Mason county can boast of as good a corps of teachers as any county in the state.

SUPERINTENDENT.

**MCLEAN COUNTY.**—Superintendent Hull has been holding a series of teachers' institutes at different places in his county. The same plan was adopted last year, with very gratifying results. Each of the institutes continues three days. The first was held at Leroy, beginning Dec. 20th; the second at Towanda, beginning January 3d; and the third at Shirley, beginning January 17th. From 60 to 70 teachers have been present at each of these institutes, and most of the exercises have been conducted by the teachers of the county. Assistance has also been rendered by different members of the faculty of the Normal University, not only in drill exercises before the institute, but also in evening lectures. The meetings have been considered highly successful and profitable.

**MERCER COUNTY.**—The teachers of Mercer held an institute at Aledo the last three days of the week before Christmas. Superintendent Livingston presided, and Mr. J. G. Dixon acted as Secretary. Prof. Standish was present and took the lead in conducting the exercises of the institute, and on Thursday evening lectured upon the *Eccentricities of Literary Men*. Thursday and Friday were devoted to exercises in *Grammar, Mental and Written Arithmetic, Orthography, Vocal Music, Reading, Orthoëpy*, and to discussions of these subjects. A discussion was also had upon *School Government*. Friday evening Pres. Edwards lectured very acceptably to a large and appreciative audience on *The Causes of Failure among Teachers*. Saturday was given to *Primary Reading*, answering of queries, and miscellaneous business. A poem was read by Miss F. Gilmer, an essay on *Punctuation* by Mr. S. B. Atwater, and one entitled *More Light* by Mr. J. C. Burns. About eighty teachers were present, nearly all of whom took an active interest in the proceedings, and seemed to derive enjoyment and profit therefrom. The general opinion seemed to be that no more really useful session was ever held in Mercer county. After passing the usual resolutions, the institute adjourned, to meet at the call of the County Superintendent.

**PUTNAM COUNTY.**—The Putnam County Teachers' Institute was held at Granville, Thursday, Friday and Saturday, Dec. 7th, 8th and 9th: President, A. W. Durley, County Superintendent; Secretary, A. H. Fisher. Arithmetic, Grammar and Reading occupied the greater part of the time of the institute. Messrs. Hague and Deihl presented their methods of teaching *Grammar*; Miss McCord conducted a class exercise in *Fractional Numbers*; and Miss Neal, of Granville, organized a class and showed her method of giving *Primary Instruction in Reading*. Mr. Smith, of Tonica, discussed the subject of *Reading*, giving the following as the three principal things required: first, to be able to call the words readily; second, to understand what they mean; and third, to express them so that others may understand them. Prof. Metcalf, of the Normal University, was present and assisted in the exercises, and lectured on Thursday and Friday evenings. Col. Gray, of Chicago, also rendered valuable aid. In addition to the usual resolutions, one was passed declaring their purpose to meet every alternate Saturday, or as often as practicable, at Hennepin, Granville, Magnolia, and Snachwine.

**SANGAMON COUNTY** Institute met at the First Baptist Church in Springfield, on Monday, the 18th of December, and continued five days. The programme of ex-

ercises was closely adhered to, the places of those teachers who were absent being supplied by others in attendance. The interest continued unabated till the close, and much good work was done. The number of teachers present was 167, and 107 certificates of attendance were granted. Prof. E. C. Hewett, of State Normal, gave some very fine exercises in *Phonic Analysis, History, Geography*, and his *Theory and Art of Teaching*. Prof. B. F. Conner conducted most of the exercises in *Arithmetic*, Prof. R. B. McIlhany in *Reading*. J. N. Patrick assisted in *Grammar*. *Penmanship* by Prof. C. F. Wilcutt, of Springfield. J. M. Williams, of Pleasant Plains, introduced a class in *Fundamental Rules of Arithmetic*. The exercise was good. Essays were read by Miss Olie Stephens, Mrs. R. B. McIlhany, James M. Williams, and Rev. T. T. Holton. Oration by R. W. Barger. Prof. R. B. McIlhany lectured on Tuesday evening: subject—*Our Profession*. At the close of the institute the following resolution was unanimously adopted:

*Resolved*, That the thanks of this institute be, and the same are hereby, tendered to Warren Burgett, Esq., County Superintendent of Schools and President of this institute, for the uniform kindness and dignity with which he has presided over this and the preceding convention. We recognize him as a gentleman and scholar, and well worthy the confidence which the people of Sangamon county reposed in him when placing him in the office of County Superintendent.

Dramatic Reading by Prof. Fethers, on Thursday evening, was excellent.

J. M. WILLIAMS, Corresponding Sec.

WHITE COUNTY.—An institute was held in this county January 2d, 3d and 4th. Fifty-one teachers were present. The exercises were conducted by Mr. J. I. McClintock, County Superintendent, with a little home assistance. There are many evidences of an increasing interest in educational matters in the southern part of the state.

ITEMS.—Will County Teachers' Institute met at Wilmington, Monday, Nov. 13, and continued in session until Friday evening. D. S. Wentworth, of the Cook County Normal School, Prof. Hamill, of the Wesleyan University, and President Edwards and Prof. Metcalf, of Normal, were present from abroad and rendered assistance.... A successful institute was held by the Stark County teachers at Toulon, beginning the 15th of November. An amusing feature of the evening social was the forming of an old-fashioned spelling-school. The Committee on Spelling in the institute reported the total number of words spelled 1120; number missed, 314, or 35 per cent.; highest missed by any one, 63 per cent.; lowest, 10 per cent.... One of the best institutes ever held in Marshall County met at Lacon the last week of November. About one hundred were in attendance. Mr. Boltwood, of Princeton, and Prof. Cook, of Normal, were present to assist. There is a general waking-up among the teachers in this county.

#### FROM ABROAD.

MASSACHUSETTS.—There can be little doubt that the teachers of Massachusetts are in favor of compulsory attendance. At the recent meeting of the State Association, the following resolution was adopted without a dissenting voice:

*Resolved*, By the Massachusetts State Teachers' Association, that a law should be enacted by the Legislature of Massachusetts, compelling the attendance of every child, at least between the ages of seven and thirteen years, upon some school during the entire period for which the town is required to maintain public schools.

MISSOURI.—A derangement of trains prevented attendance upon the late meeting of our own State Association, and afforded us the pleasure of a few hours' longer visit with our professional brethren of Missouri. We found them in ses-



sion at Chillicothe, in numbers about equal to our own meetings. With features showing less of the atmosphere of the study and more of that of the prairie, yet betraying the same intense earnestness which every where characterizes western life, they so much resemble the profession in Illinois that one is not long in feeling acquainted with them. We were agreeably surprised to find so many of them of Illinois antecedents. To begin with, the President, Prof. George P. Beard, Principal of the State Normal School at Warrensburg, is carrying out the normal ideas received at our Normal University. Prof. J. M. Greenwood, of the State Normal School at Kirksville, has lived most of his life in this state, and was a frequent contributor to the Mathematical Department of the Teacher. The readers of the Teacher will remember the pointed arguments against the Marking System, by D. S. Morrison, formerly Superintendent of Schools in Chester, Illinois, now in charge of the schools at Cape Girardeau. We remember first meeting Prof. Angell, of the Warrensburg school, at an institute in Cook county, during the days of our old friend J. F. Eberhart. The programme covered three days and a half of hard work, and was carried out with notably few failures. The papers were generally of sensible length, to the point, and well presented. In the discussions not a single member used his whole time, yet all the important questions connected with a subject were generally presented, frequently with a good deal of force. On the whole, it was easy to see that very much of the recent wonderful progress of Missouri in education is due to the earnestness and hard work of her teachers. The next meeting of the Missouri Association will be held at Hannibal; and if any teachers of this state conclude to attend, they may be assured of a hearty welcome from their brethren across the Mississippi.

w.

NEW YORK.—From a paper read at the last convention of the New-York State Teachers' Association by the Deputy State Superintendent, and published in the American Educational Monthly, we gather the following interesting facts: The number of children in that state between the ages of 5 and 21, on the 30th of September, 1870, was 1,480,761, and of these there attended the public schools, for the year closing on that day, 1,026,447. The average length of time each pupil attended school was nearly four months. The number of children who attended public schools some portion of the year is larger than the entire number of children in the state between the ages of 6 and 17 years. The whole number of pupils in attendance upon all classes of schools, public and private, is 1,192,099, or more than 80 per cent. of the entire number of children in the state between the ages of 5 and 21 years. The attendance at normal schools of persons pledged to 'teach in the public schools of the state' was—in 1860, 331; in 1870, 1,921. Within the last four years the average annual salary of teachers has increased 28 per cent.

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#### NOTICES OF BOOKS AND PERIODICALS.

(<sup>1</sup>) THE NEW AMERICAN Series of Readers consists of five books. They are well bound, the paper is good and strong, the type clear. We believe the series is what it claims to be, the cheapest published in America—the entire set of books costing but two dollars and a half. The selections, too, of the higher books of the series

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(<sup>1</sup>) THE NEW AMERICAN READERS. By Sargent and May. E. H. Butler & Co., Philadelphia.

are excellent, being generally taken from standard authors of real merit. We are glad to find in them few extracts from the flashy, ephemeral productions of the sensational magazine- and story-writers of the day. We have observed a few typographical errors; as, for instance, in the second line, 26th page, where the omission of the little word 'not' entirely changes the sense. These will probably be corrected in a future edition. The first book of the series is, we think, decidedly faulty. This is the more to be regretted, since it is the most important of the whole set. The attempt to construct sentences from words containing not more than two letters each, which plan is continued, with scarcely any variation, through the first fourteen lessons, has filled those first lessons with unmeaning jargon. Such sentences, if they can be called sentences, as "O go or I go ox," "Ho, ho! Go up, go on, go so," and "To it do so, as I to it do," can certainly convey very little meaning to the mind of the child. We supposed that such reading-lessons for beginners had long since been numbered with the things that were. The idea first, the expression of it afterward, is a good rule to be observed in preparing a reading-book for learners.

(2) THIS is a volume of 300 pages, designed as a text-book for use in schools. Its aim is to give a knowledge of the elements of astronomy, one of the most interesting of the sciences. Unlike many of our school-books, this has been prepared by one thoroughly competent to perform the work which he has undertaken. The arrangement of the subject-matter is in some respects peculiar, the stars being considered first, then the sun and planets, while the apparent movements of the heavenly bodies are reserved for a later chapter. The author has given the fruit of the most recent astronomical researches. Spectrum-analysis and the relations of that wonderful instrument, the spectroscope, are fully discussed. The style of the work is clear and vigorous. It is one of the few text-books for schools which will be found interesting to the general reader. The analysis of the subjects is clear, the type and illustrations are good, and the page is attractive. The American editor has revised the work with a view to adapt it to the wants of our schools. To this end he "has added questions to facilitate the labors of the examiner and to furnish the student with a test of his preparation." We confess that we are unable to perceive any advantage either to the teacher or the pupil in these questions at the foot of the page.

(3) HERE is something come, or on the way at last, that we have long hoped for, looked and waited for, and almost despaired of; viz., a course of instruction in the elements of music worthy to be introduced into our public schools—a course that shall teach music in as scientific, systematic and thorough-going a manner as is applied to the teaching of reading, writing, or arithmetic. Singing-books in plenty there no doubt are, for Sunday schools or public schools; plenty, almost, as dime novels, and requiring nearly as high a grade of intellect to produce them. 'Bells' and 'Chimes' and 'Wreaths' and 'Censers' and 'Robins' and 'Orioles' and 'Kings' and 'Queens' swarm like the frogs in Egypt,—and such dreary, dreary stuff! such

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(2) ELEMENTS OF ASTRONOMY. By J. Norman Lockyer. D. Appleton & Co., New York; P. B. Hulse, Agent, Chicago.

(3) THE NATIONAL MUSIC COURSE. *Primary or First Music Reader; Intermediate Music Reader; Grammar-School Music Reader; High-School Music Reader.* By Julius Eichberg, J. B. Sharland, L. W. Mason, H. E. Holt, Supervisors of Music in Public Schools of Boston, Mass.

sentimental slop! To use the vocal organs correctly and to the best effect in singing is almost as important and serious a matter as in reading. The very best methods should be followed, the best style chosen, the best taste cultivated, in the one case as in the other. We have a parallel case in school readers. A practical school-teacher, of experience and taste, might be well qualified to prepare a series of readers, making his selections from the wide range of English literature; but no one that we ever heard of has yet been so foolhardy as to undertake to compose the entire matter of such a series of readers, forgetful of, or, rather, assuming to place himself above, the great masters of English prose and verse. And yet, lately, in examining quite a variety of music-books for introduction into a high school, we found that, with very rare exceptions, the entire contents of the books—exercises, songs, duos, trios, quartettes, choruses, anthems—every thing—were ‘composed’ by the brilliant genius whose name in large type ornamented the outside cover,—by this genius or some partner of his. Fiddle-de-dee! Why should not our children’s taste be formed by introducing them to the best music as well as to the best literature? Or shall we for ever discourage and dwarf and sicken them with the inane *tum, tum, tums*, and *ting-a-ling-lings* of presumptuous mediocrity? Of the books under review, the first two only are yet published; but they come from the hands of such accomplished musicians and teachers, the result and fruit of by far the best culture and experience in this country as yet; and they have such a healthy, robust style about them; the exercises are so correct, progressive and admirable, the melodies and words so full of thought, so free from the prevailing namby-pambyism, that we welcome them most heartily. And we shall be very much disappointed if the introduction of this course do not go far toward establishing the systematic and scientific teaching of vocal music in our public schools on as firm and durable a basis as any other branch of study. s.

(4) WE like this new course in German very well. It is not a large work, but large enough and full enough for a first book. In fact, its excellence as a textbook, to us, consists in the rare discrimination, and in rejecting a great deal of matter—verbiage, we might say—which other authors have not had the nerve to omit. And yet the substance is here of all that is needed to acquire a good start in reading and speaking German. The elements of the grammar are well brought out, the exercises for translation, both English and German, are carefully chosen and sufficient in number, and the reading-exercises at the end of the book consist of choice extracts from each language to be turned into the other, by the aid of appropriate notes and vocabulary. We know of no book published in this country with the aid of which we would sooner undertake to learn or teach the German language than with this. s.

(5) FRENCH has been more fortunate with us than German, and where we have a half-dozen good introductory French Grammars, it would be hard to find one good German Grammar. Among the many very good French Grammars prepared for our schools, we know of none that surpasses Prof. Magill’s in conscientious accuracy, and the almost infinite care, patience and labor necessary to prepare a body of exercises that shall not be too diffuse and shall yet bring out in an

(4) A NEW ELEMENTARY COURSE IN THE GERMAN LANGUAGE; for the use of Schools. By Gabriel Campbell, M.A. Third Edition, revised. Woolworth, Ainsworth & Co., Boston.

(5) A FRENCH GRAMMAR, etc., etc. By Edward H. Magill, A.M. Eleventh Edition. Woolworth, Ainsworth & Co., New York.

attractive and teachable form the great variety of idioms which are at the same time the terror and the beauty of French. s.

(<sup>6</sup>) THIS is the second, of which *Le Cid*, by Corneille, was the first, of a Student's Collection of Classic French Plays in cheap and handy form for classes, now publishing by Holt & Williams, of New York, and is, so far as we can judge from a hasty examination, both well edited and well printed. We would, however, advise teachers who desire their pupils to get a genuine liking for French, and also a good acquaintance with its idiomatic wealth, to see to it that they first read a number of the best modern French comedies, or French plays for children, of which the same publishers furnish a choice list, before setting them to search out and admire the somewhat pompous and artificial verses of Corneille or Racine. s.

(<sup>7</sup>) AMONG the almost countless magazines that are issued every month from the press, *Scribner's Monthly* deservedly holds a high rank. It is what it professes to be, a 'magazine for the people'. It is never dull, and is always pure and elevated in tone and sentiment. It gives its readers a variety to suit all tastes. In the February number we have serial stories by Mrs. Oliphant and George Macdonald; a humorous article by that most humorous of writers, Charles Dudley Warner; an able discussion of the 'Defects of the National Banking System'; several illustrated articles; besides the poetry and shorter contributions, and the editorials which every month give us a review of culture and progress at home and abroad, alone worth the price of the magazine. The subscription price is \$4.00 per year in advance.

(<sup>8</sup>) THE *St. Louis Journal of Speculative Philosophy* is something of an anomaly in the midst of this intensely busy, practical, working-day, life of the West. It nevertheless seems to live and flourish, having just entered upon its fifth year. It proposes to give translations from the leading German philosophical writers, such as Hegel, Fichte, Kant, Leibnitz, etc., and original contributions to philosophy from the editor and others. Mr. W. T. Harris, the able Superintendent of the St. Louis Public Schools, finds time from his other duties to edit it. It is published quarterly, at \$2.00 a year. For those interested in speculative philosophy, we know of nothing published in this country that could supply its place.


(<sup>9</sup>) *ATHALIE*: a Tragedy by J. Racine. Edited, with a complete Commentary for the use of Students, by Edward S. Joynes, M.A., Professor of Modern Languages in Washington-and-Lee University, Va. Second Edition, revised. Holt & Williams, New York.

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# ILLINOIS TEACHER.

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## THE QUEEN'S ENGLISH.

PROF. J. R. BOISE.

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AN American can not be long in English society without receiving, in some form or other, and to his great astonishment, the hint that he does not speak English. As a counterpart to this, I have heard intelligent and educated Americans say that we, in this country, speak the language more correctly than they do in England. For my part, I am willing to let John Bull and Brother Jonathan each entertain his present comfortable opinion of himself; although I can not fully agree with either of them.

Without discussing the question whether we talk English, or American, or Yankee, or Choctaw, or some unnamed language, I am always convinced, when I am in London, that we do not, at all events, talk Cockney; and that not many of us would wish to do it, if we could.

To an educated American, the language of London—which is now the fashionable language of all England—is a curious and interesting study. First of all, the very tones of a sentence, in its utterance, are peculiar. If an Englishman (especially, a Cockney) and an American were conversing in an adjoining room, where I heard only the tones without distinguishing the words, the difference in the mere sounds would be as great to my ear as that between 'God save the Queen' and 'Yankee Doodle'. No other nation intonates in any thing like the same way as the English. The German has his peculiar inflections of voice, the Frenchman has his, and the American his. Most widely removed from all is the Englishman's. The English conversational tone is in general much slower and more deliberate than the American. The English tone, to an American ear, especially when carried to the excess

of a thorough-bred Cockney, sounds drawling, sing-song, obsequious; the American, to an English ear, especially when spoken by *Shoddy-on-his-travels*, sounds quick, flat, nasal, pert, irreverent, vulgar. Hence, the two have a natural and hearty dislike of each other's ways. For my own part, being something of a cosmopolitan, I dislike both about equally. In other words, I think every scholar, every man who aims at any thing like culture, will avoid the extremes of either nationality.

But it is not in the tones alone that the Englishman and the American differ. In the pronunciation of many words the two are wider apart than Americans generally have any idea of. I will mention a few instances, which I jotted down in my note-book while abroad. In both houses of Parliament, I heard *schedule* invariably pronounced *shedule* (u as in tune, without the sound of y before it); in the same way, *schism* is often pronounced *shism*. The common word *revenue* was pronounced re-ve'n-yew; *income*, i'nk-üm; *sinister*, si'-nister. The words *cheer*, *year*, *hear*, and others like them, have a very peculiar sound: chër, yër, hër, with the final r scarcely audible. The old verse, "He that hath ears to hear, let him hear," becomes in the genuine Cockney dialect (of course leaving off the h), 'e that 'ath a-ahs to a-h, let 'm a-ah. I do not think this exaggerates the peculiarity. In fact, I was often, very often, unable to understand the most common words and phrases. The omission of the letter r, noticeable in some parts of this country, is still more observable in England: *war* is wah (a as in law), *far* is fah, etc., etc. The Marquis of R—— spoke 'in favaugh' (favor) of a certain 'lettah' (letter); but there were certain points which he proposed to 'pass ovah' (over).

Again, many words are in common use to which we are strangers; as *tramway*, for *street-railway*, or *horse-railway*: *flesher*, for *butcher*, is common in Scotland, although I did not observe it in England. Every where in London one sees *silk mereer*, *linen draper*, *woolen draper*; and the *woolen draper* sells *trousers* or *trowsers*: he does n't know any thing about 'pants'. *Green grocer* is a very convenient word, for which we have no substitute, to denote one who sells fresh vegetables and fruits. "Furniture moved and *warehoused*" is a common sign. *Coker* nut candy was advertised by confectioners near my lodgings both in London and in Oxford; but the schoolmaster did n't live just there.

In the use of words familiar to us, I noticed some peculiarities which at least are not nearly so common with us. I heard 'very pleased' constantly in London, Oxford, and Cambridge, from the lips of educated people. 'Yes', pronounced in a twinkling, without any addition

of sir or ma'am, is heard from all classes and all ages. Anxious, pains-taking papas and mamas, make a note of it: your unmannerly children, who always forget to put on the sir, or the ma'am, are in the very latest London fashion. If you have spoken to any one, and he fails to understand, wishing you to repeat, he will not say 'What?' or 'How?' or 'I did n't understand'; but, 'I beg your pardon?' uttered with rising inflection and lightning rapidity. I must confess, I became quite partial to this form of expression. If you have done any one a favor, he does n't say 'I thank you, sir', or 'I thank you', but simply, 'thanks!' The unmeaning, or often false, expression 'you know' reaches its greatest absurdity in London. A public speaker, to whom I listened, used the word 'directly' in the sense of 'as soon as'. *E.g.*, "Directly I heard he was ill, I went to see him." The word 'without' in the sense of 'unless' is also heard. "Without you do this, I shall be *very displeased*."

The habit of repeating an initial syllable an indefinite number of times, almost like a stammerer, and also of putting in after a word the sound ah, is fearfully fashionable and disgusting. *E.g.*, 'I wish to-t-t-t-t-t', etc., repeated a dozen times, with great rapidity, not by those who stammer, but as a mere fashion, or affectation. 'The-ah', 'when-ah', 'and-ah-ah-ah-ah', 'the other-ah-ah-ah-ah noble lords', are taken from the lips of the Lord Chancellor, Lord Hathaway (George Page-wood).

Examples like the above might be multiplied indefinitely; but perhaps I have already said more than enough. I have no wish to 'pay off' the English for the fun they have made of us; still less, to caricature them, although the task would not be difficult. Nor do I think Uncle John would like his portrait, painted by a Yankee, any better than Brother Jonathan has fancied his, as it has often been painted by Cockneys. The externals of which I have spoken are disagreeable—some of them, at least,—but they are only externals. Beneath them, the warm and true English heart beats responsive to ours. We are in fact one nation, one people; with one language, one literature, one history; having one rich inheritance of freedom—the richest on earth,—transmitted to us through many agonizing struggles for civil and religious liberty. I truly love England; I love her people. Above all, I love that Christian doctrine, which I hear preached in England with the same fervor and plainness and affection as in my own country; and which, more than every thing else, binds us together in unfeigned sympathy.

*University of Chicago, February, 1872.*

## NOTES, LEXICOGRAPHIC AND LITERARY.—XI.

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 DR. SAMUEL WILLARD, CHICAGO.
 

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76. SCHETICALLY.—“The Pagans, furthermore, apologized for worshipping God in images, statues, and symbols, on the ground that these were only schetically worshipped by them, the honor passing from them to the prototype.” Cocker’s *Christianity and Greek Philosophy*, p. 159. Schetically, in form and not in substance: feignedly: in pretense rather than really. See Webster’s *Illustrated Dict’y*, 2d definition of *schesis*.

77. EVIDENCE.—I first noticed a new use of this word in Bulwer Lytton’s *What will he do with it?* Bk. V. ch. i: “There she walks, in full evidence from all those sixty remorseless windows.” Again, in the English Correspondence of *The Nation* (xii, 123) “A constitutional sovereign who will not take the trouble to put herself in evidence.” This is an English adoption of a French meaning of the word, equivalent to clearness, obviousness, conspicuity, full view.

78. ENDOGAMY and EXOGAMY.—Terms coming recently into use in historical and anthropological works. See Lubbock’s *Origin of Civilization*, wherein Sir John Lubbock ascribes the words to M’Lennan. *Endogamy* is the practice of marrying only within the tribe to which the man seeking a wife belongs: *exogamy* is the contrary practice of marrying only without the tribe.

79. FLASHED GLASS and POT GLASS.—*Flashed* glass is clear glass covered with a film of colored glass: *pot* glass is glass colored throughout.—*The Nation*, xii, 140.

80. HURL.—A commercial term for the finest and best quality of broom-corn brush, such as whisk brooms are made of: it is not a variety of broom corn, but a selected quality.—*Hearth and Home*, III, 246.

81. IMplete.—To fill, *v.t.* “Impleting it with the ethical spirit.”—D. A. Wasson, in *Old and New*, III, 564.

82. INBREAD.—The extra loaf a ‘baker’s dozen’ is so called in England. A baker’s dozen is thirteen loaves for twelve; and it is probable that this addition of one twelfth in the tale of loaves and the similar addition of one fifth and more to the Troy pound, the original legal and standard weight, were made to avoid penalty for light weight, at a time when market transactions were under close inspection, rigid rules, and severe penalties.

83. KNOCK-DOWN.—The adjective use of this compound in the phrase ‘a knock-down argument’ is sufficiently familiar; but in manufactures and commerce it has a special meaning, namely, Prepared or contrived for separation into parts or pieces for convenience in package or transportation. On a Chicago business card I read, “Orders for knock-down boxes solicited”; that is, for boxes furnished without being set up or put together. In *Scientific American* (xxv, 195a) is represented what is called a *knock-down* chair, of which it is said, “This improved chair, by reason of its construction, can be shipped in the knock-down state by the dozen.”

84. NIBELUNGEN NOT.—In § 10 of Prof. Hadley’s *Brief History of the English Language* in the Introduction to Webster’s *Illustrated Dictionary*, ‘The Nibelungen Not with its attendant epics’ is spoken of as written in the ‘Middle High German’ tongue. It is evident that the professor here means by the *Nibelungen Not* what is more commonly called the *Nibelungen Lied*, or Song of the Nibelungen, an epic poem supposed to have been written about the year 1200 on the basis of earlier poetic legends. An analysis of the poem may be most easily found by most readers in the *New American Cyclopædia*, where the poem is called both the *N. Lied* and the *N. Noth*. This is explained in the course of the article by the statement that a German scholar, Holtzmann, describes twenty-seven manuscripts of the poem, which are divided into two groups, the older of which bear the title of *Nibelungen Lied* and the later that of *Nibelungen Noth*. This accounts for Dr. Brewer’s statement in the *Dictionary of Phrase and Fable* that the N. Not is the last part of the N. Lied. Both of Holtzmann’s groups are in contents substantially the same.

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## FROWNING AND FRETTING.

MISS D. A. LATHROP.

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THERE are two extremes of human character, some where between which may be ranked all its endless variety. There are some persons who remind one of the generous sunflower, which holds its honest, hearty face squarely to the sun, as if it would gather into itself all the blessed light of heaven; that it might, in its turn, diffuse this treasured brightness through its great golden corolla. So desirous does it seem

of catching every ray of available sunshine, that, regardless of an established law of plant-life, it turns day by day from east to west to follow the declining sun, and returns to greet his rising. The sunflower is the Parsee of plants.

Then, again, there are people who, like the morning-glory, seem to find it in their nature, with the earliest glimmer of the sun's rays, to fold their thin petals in upon themselves; so shutting their souls out from all the light of the growing day, and into all the cold and darkness themselves choose. Such people always live in a dispensation of adverse events, and find their only consolation in wailing forth into life's grand choral symphonies original strains of minor music.

Draw the line, if you can, between the sunflowers and the morning-glories in the teachers' profession. Be assured that all the latter that are found in it are sadly out of place, where all need especially to dwell in sunshine and be glorified by it. It is absurd for a man to cover his head with a thick mantle and then complain of the blackness of the day. So the man who covers his heart from the glow of faith, hope and love should look for a gloomy life. Upon no class of persons more than upon teachers does the duty of cheerfulness rest. Its presence or absence largely determines success or failure.

I. The teacher should be cheerful for his own sake. His own *physical health* requires it. If he allows himself to 'frown and fret', the head very soon becomes sick and the heart faint. This *detoned* physical condition aggravates the evil which produced it; and so mind and body, each in turn cause and consequent, contribute to keep up an evil which can never correct itself.

Neither can a teacher do good *mental work* who allows himself to become sour and irritable. He lacks concentration, and consequently power. He lacks quickness and accuracy. His disordered nervous condition places his mental forces so beyond his control that he is not able to command them.

And certainly for his *soul's* sake he should not indulge in frowning and fretting. Nothing will more surely cause this house, in which, after all, men *really live*, to be left unto him desolate. No hope will blossom unto fruitage and surprise him by its richness. He buries the very germs of hope daily beneath an accumulation of fault-findings and distrusts. Peace can not abide the presence of the guests he entertains, and takes her departure. Love is starved; the man's eyes having been so holden by his 'evil spirit' that he should see nothing beautiful nor lovable. None of the strength and comfort which it is

the teacher's privilege (and duty) to get from his work will crown his labors.

II. A teacher has a duty to his pupils in this matter. What moral right has a spiritual dyspeptic to inflict his gloomy presence upon innocent children, whom God made to be happy until they should sin away its conditions? No sad-eyed men nor sour-visaged women should be allowed by 'examining committees' to bear about with them documents stating that they are 'qualified to teach school'. The most casual glance of the novice decides them incompetent in the most essential of all requisites, 'a sunny face'. How does it happen, then, that experts at 'examining' do not mark this terrible deficiency, and make its zero decide the whole question of competency? There is enough in the restraint and monotony of school life to make it a sore trial to growing bone and muscle, if every effort is put forth to render school delightful. What, then, must it be to sit constantly in the black shadow of a frown, and listen only to petulant commands and reproofs?

Under such tuition children themselves become either petulant or frivolous. A nervous, irritable child is as if upon a toasting-fork before a hot fire in such presence. Every word tortures him. Every look angers him. He does no cheerful, hearty school work, for his constant impulse is to get away from or to torment his tormentor. An active, merry child becomes, after a little, quite oblivious to the darkness which spreads itself over the place. There is no power to impel him to earnest thought, and so he trifles away his days.

'Frowning and fretting' never inspired, never will inspire, to honest, faithful application. If the teacher is so strong in that in which he is weak as that his pupils study from fear, the knowledge acquired will hardly be worth the sacrifice made to get it, for all pleasure in acquisition is foregone. The *moral influence* of the teacher is lost by 'frowning and fretting'. There are children in every school who in their homes receive little culture that develops the loftier dispositions of the soul. The teacher's business is to take up this work that is neglected at home, and, in making the child happy and self-respectful, lift him to some comprehension of the beauty and value of these dispositions. "A child will soon become bad if constantly told he is bad." He believes his teacher and tries, with an ambition commendable in itself, to exceed her most careful estimate of his depravity. "The school is" morally "what the teacher makes it." We talk of making our school-rooms attractive and beautiful, and this is proper. They should be beautiful, for their influence is potent in the formation of character. But there is power in the always bright face and cheerful manner of a

wise teacher to flood the dingiest school-room in the State of Illinois with such light and warmth as will start into growth the beautiful elements of character of every child on its benches. As the heart sets itself to new melodies in this inspiring presence, the intellect catches its part in the sweet antiphonal chorus of child-life, and makes its responses timely and tuneful. The young bird shut up from woodland and meadow catches its song from the birds about it. How shall our little ones learn patience, gentleness, forgiveness, love, except their sweet songs are written upon the faces and are sung in the voices of those whose office it is to bid them follow where they lead?

III. A teacher has no right to 'frown and fret' his way through the profession, for the profession's sake. There is no where a nobler one. Why should we not glory in it, and be happy while doing its duties? True, some of them are perplexing, some are onerous. But what if they are? They are no more so than those of other professions. "There has no temptation taken you but is common to man." And suppose there has? Admit that of all men (and women) teachers are most 'beaten about and tossed'. Is it not our chosen work? Will not our manhood (and womanhood) rescue us from this despicable whining over our choice? Did not our professional qualification anticipate all these adverse circumstances and fit us to conquer them? Others are successful in their work and enjoy it. If we can not find the deepest and purest springs of pleasure as an offset against our trials, let us rectify the blunder we have made in attempting to 'teach school' by finding another field for our energies. We are not adapted to this one, certainly. But while we stay in it let us respect ourselves, our pupils and our profession so much that we shall indulge in neither 'frowning nor fretting'.

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## TEACHING BEGINNERS TO READ.

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M. ANDREWS.

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WE propose to say a few words about the different ways of teaching beginners to read. The methods we shall notice are four in number, and we designate them as follows:

1st. The Alphabetic Method, by which all the letters are to be learned before reading is commenced.



2d. The Word-building System. By this method only such letters are taught at first as are necessary to form a word with which the child is acquainted. Taking this as a basis, letters are prefixed or affixed, or both, in order to form other words understood by the learner. For example, o and x are learned, and the word which they form. By prefixing f the word *fox* is the result. A and n may be learned next, forming the word *an*; annexing d, *and* is made. To this prefix l and we have the word *land*. Numerous examples might be given of the formation of many common words by this method, but these must suffice.

3d. Similar to the last, and akin to another method, which we shall notice presently, is one which may be illustrated as follows:

A word is chosen by the teacher and printed on the board: this the child is required to learn. Let the word be 'boy', 'cat', 'dog', or any word designating an *object* with which the learner is familiar. Other words are printed, until there are enough to make an easy, short sentence. Reading at once begins. The letters of each word are to be learned immediately after learning the word. The alphabet is then taught from the beginning, but not in alphabetic order.

4th. The last method we notice, and one that has strong advocates for its exclusive use, is denominated 'The Word Method'. This proposes to teach reading independent of a knowledge of the characters of which the words are formed.

Reading can be taught by any one of these methods; and the question which we now desire to consider is, Does any one possess such merits as to justify its adoption to the exclusion of the others, under *all circumstances*? In the discussion of this subject, the element of 'circumstance' is generally omitted.

No one will deny that there are many good readers whose early training was by the Alphabetic Method; but experience has taught educators a better way. There is nothing that causes the pupil to love his work more heartily than to see the *use* of every thing he learns. The alphabet is meaningless to him until he has learned its use in the formation of words. For this reason, what we have called the Alphabetic System has few advocates, although there are too many who practice it.

We are not so much concerned now about the best method in well-graded schools. There are thousands of children in the state who can not attend these schools, whose time in school is limited, and who, from the circumstances of the school which they attend, can receive but a

few minutes' drill by the teacher each day. In these schools, dotting the prairies of Illinois, what method shall the teacher adopt? Let us suppose that he understands all the methods equally well, and he meets the first day of school a class of boys and girls who know at sight neither letters nor words. What is to be done first in teaching these pupils how to read?

In schools where pupils attend regularly, and are taught for one year by the same teacher, or by teachers under the same supervision, the purely Word Method may be used to the exclusion of all others; but in schools in the rural districts, in which the average time that teachers remain in the same school is not more than four months, the third method has claims superior to all others. It combines the first and fourth methods. The alphabet is learned in connection with the word, and thus a *basis* is laid for instruction by successive teachers. The child soon learns not only that letters have a meaning in the words he has learned, but to use these letters in discovering the names of words without the aid of the teacher.

We have no pet method in this matter, but recommend the third method because we have seen its working utility. Unless a record is kept of the words learned, how can a new teacher proceed with a class that has been taught by the Word Method? Books are not generally arranged for this mode of instruction; and if no record has been kept of words learned, the teacher must begin the work anew, unless the pupil is quite well advanced.

We would recommend that the letters be learned early in the course of study, and that the oral elements be made a matter of frequent, careful drill.

There is another point of great importance in the early training of children in reading. We refer to the practice of permitting the pupil to stop to *spell* the words as he reads. If this is allowed, monotony, drawling and awkwardness of manner will almost invariably follow. There is no exercise in school by means of which a manly bearing can be taught more effectually than by thorough drill in reading. But if the pupil passes through the exercise, daily, in a slovenly manner, under a discipline that makes no effort to awaken the attention, inform the judgment, or impress the heart, he acquires a mere mechanical art of reading that the thorough drill of after years can hardly change. If he stop to spell the words, or, what is worse, to be told by the teacher or by the class, there is, there can be, no correct expression.

What is to be done? Let the following illustration suffice. I take

up one of our Second Readers and find at the commencement the following columns of words. These are the *new* words in the lesson.

Order	Board	Because
Blunder	March	Before
Wildly	Hives	Teach

Before proceeding to the reading-lesson, these words should be pronounced at sight by every member of the class, and their meaning, as far as possible, understood. There will be a heartiness about the reading, if this is done, that amply compensates for the time spent in doing it. Then follows spelling, carrying out the plan suggested, learning spelling from the reading, not reading from the spelling.

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#### COLLEGIATE EDUCATION.—II.

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It is painfully evident that collegiate education is much underrated at the West. The outcry against it is often senseless and absurd; but the colleges themselves give their opponents their most effective weapons. A college diploma is not a certificate that its holder can spell his own language decently, or write passable English, or that he has a tolerable knowledge of the history of his own country. Our practical men ask the college graduate what he knows of the subjects which they understand, and, conscious of his inferiority, he puts, too often, his 'little Latin and less Greek' into the foreground, because he is less afraid that his accurate measure in those branches can be taken by his questioner. It is, in fact, a common notion that our colleges teach little else than the dead languages; and college men are largely responsible for the prevalence and persistence of this notion. Unless they can show in their daily business the advantages of their training above that of the high and normal schools, their training will be undervalued.

The complaint is often made that the public schools are hostile to the colleges. In this state, certainly, there is some truth in the complaint. But here, again, the colleges are largely responsible, for they give just cause of complaint. Their men stand away from the educational interests of the state. With a few honorable exceptions, they do not identify themselves with our journals of education, nor with our teachers' associations. How many college men were at Dixon last December, or at Decatur the year before? These thirty-two colleges ought to con-

tain the best professional talent engaged in teaching. Are their professors too proud, as some say, to associate with mere schoolmasters, or are they, as others say, afraid to measure themselves with men whose training has not been in colleges? Or, are they simply indifferent to general education? Is it strange that public-school teachers sneer at the scholarship of the colleges, when pupils who fail to pass their examinations in the first years of our high-school courses are received readily into colleges, and come back with their *college* diplomas, just as our pupils are ready to receive their school diplomas? With what face, in view of such a fact, could any teacher say to his graduates, who have been trained to hard work, and whose diploma means to them both work and success, "Now, go into college and seek a *higher education*"? The idea would be received with derision. Unless our colleges set us a better pattern of scholarship, they can furnish no inspiration to our work. Unless they raise their standards of admission, the high schools will outrival them in every point. A new college must content itself with small beginnings. "Harvard College had its day of poverty and of small things," said a sanguine college man who saw a Harvard in embryo in his own small institution. But Harvard, in its day of small things, did the best work that could be done in America, and did not lower itself to do the work of the grammar school. And so long as our colleges hamper themselves with the work of grammar schools, or, worse yet, take the pupils who belong in grammar schools and put them into college studies, it is useless for them to expect to rise. The public will read them. Personal or denominational influence may keep them alive, but their hold upon the public is nothing. Until the education of the college is more thorough in every point and more exacting, until colleges refuse their diplomas to the indolent and to the unsuccessful, they will not prosper, and they will injure the cause of the higher education.

Our religious denominations are largely responsible for the excessive multiplication of colleges. Each sect, as has been said, wants a college to foster its denominational spirit, and to doctorate its own clergy. But some denominations are trying to maintain three or four colleges. It certainly seems to an outsider that the Methodists would do far better to concentrate at Evanston, the strongest in funds of any of their institutions, and the Congregationalists at Galesburg or Jacksonville, and thus make each a strong college, to which the other denominational schools might serve as preparatory schools.

The waste of educational force in some of these small colleges is lamentable. It frequently happens that in them, at their head, is some

strong man, able to teach and influence men. In his college, however, he must deal with a range of mind too low for him. He must deal with classes of four or five when he is able to teach forty. He must deal with boys who are not educated up to the point of comprehending him, and who can not or will not stay to be drilled in the necessary elements. He can not help talking over their heads, and only a little of his power is expended for their real profit. Many of our best colleges have some man who, proudly conspicuous for great learning, stands as a kind of ornamental tower, and only educates his supposed pupils as a statue of Washington educates patriotism. It is not presumption to say that Goldwin Smith is a very poor teacher of history to boys who enter Cornell with a boy's average amount of historical knowledge, or to hint that the Harvard students do not very cheerfully attend Lowell's lectures on English literature; not because of any lack of power in the men, but because the boys are unable to comprehend them. Now, something like this is going on in most of our colleges. Boys are put to men's work, and their deficiencies are ignored, and they are made, perhaps, all that can be made of such material. They get some good inspirations, but they get little of the power to inspire. They admire, but they do not comprehend. And so long as colleges count success by numbers and not by scholarship, this state of things must continue.

Some one doubts whether the state can annul a charter once conferred. It seems that if a charter is obtained under false pretenses, the power to withdraw it should exist some where. But this, at least, may be done: The legislature may with good reason resolutely refuse to grant another college charter in this state for the next century. If any benevolent man wishes to emulate Cornell, let him take some of the existing colleges and endow them up to the independent point, or, far better, let him endow a good preparatory school, which may be to Illinois what Phillips Academy has been to Massachusetts; and all who love the higher education shall bless his memory. Y. S. D.

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EDUCATION, to accomplish the ends of good government, should be universally diffused. Open the doors of the school-house to all the children in the land. Let no man have the excuse of poverty for not educating his own offspring. Place the means of education within his reach, and if they remain in ignorance, be it his own reproach.

**\*TO WHAT EXTENT SHOULD THE NATURAL SCIENCES BE  
TAUGHT IN THE PUBLIC SCHOOLS?**

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DR. GEO. VASEY.

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IN the consideration of this question several things require to be taken into account: first, the utility of the natural sciences as subjects of study; and secondly, their practical applicability to the affairs of life.

Undoubtedly these sciences are of great importance as a discipline for the observing and reflecting faculties. It would seem that the most natural plan for the early acquisition of knowledge is to engage the attention of the young pupil in the observation of the objects by which he is surrounded. This is the earliest work of the child. He examines all objects with eager interest—he is continually asking questions about this and that, and adding to his stock of knowledge. This spirit of inquiry is one of the most valuable aids in the education of the young, and is too often misunderstood. It should be properly guided and regulated, but not, as is too frequently the case, rudely repressed.

It is the opinion of many that we too early place our children upon abstract studies, thereby overstimulating and impairing the mind. At all events, few teachers will deny that the culture of the observing faculties may be continued with advantage much longer than is customary, and that it may be profitably associated with the more abstruse studies during all the period of ordinary pupilage.

One of the great obstacles to the pursuit of such a course is the want of suitable elementary books, and another is the want of preparatory training on the part of teachers. The increased attention which is being given to this subject will soon obviate these difficulties, and make it feasible to give a suitable place to Natural Science in our system of education.

Pupils of eight and ten years can advantageously spend some time in tabulating their observations on objects of nature—say leaves, flowers, trees, animals, insects, etc.—the teacher directing the course or order of inquiry. Thus, as to leaves, it might be required to note their form, veining, condition of margin, apex, base, and surface; their size, absolute and comparative, and their position on the stem, etc.

As to flowers, note the color and general appearance, the number of

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\*Read before the High-School Section of the State Teachers' Association, held at Dixon, December, 1871.

parts of the calyx, corolla, stamens and pistils, and the peculiarities of each.

A particular tree may be taken as a lesson, or two trees may be compared together with regard to size, height, figure, branching, roughness or smoothness of bark, character of leaves and fruit, value for ornament, shade, fuel, or timber.

A series of exercises in Zoölogy, has been introduced in several schools by Prof. W. B. Powell and others, and we believe with the effect of awakening great interest and enthusiasm among the pupils. These exercises can be adapted to the different grades of advancement of scholars.

A very great, indeed almost indispensable, aid in the prosecution of these studies is the possession of a cabinet of natural objects. Such a cabinet should embrace specimens of the useful ores—as of iron, lead, copper, zinc,—and some of the common fossils as they occur in our rocks. It would be desirable, also, that the collection should embrace a few typical specimens in the other departments, sufficient to illustrate the principal orders and families: for instance, a representation of our fresh-water and land shells, a few mounted birds and animals, if possible, and some specimens of plants, particularly of the different kinds of forest trees and shrubs.

Here I may remark that the State Museum connected with the Normal University is making it a special work to provide, as far as possible, primary natural-history cabinets for all our principal schools.

It is surprising to note the interest which will centre round such a collection in a school, and how it will prove a nucleus to which constant additions will be made, and which will be an unceasing fund of instruction and entertainment.

Every one knows that a vast deal of reading is practiced in schools and elsewhere that is altogether mechanical—a string of words according to rule, but without the communication of a single intelligent idea. Our books abound with descriptions of scenery, and with allusions to natural objects; the words limestone, sandstone, granite, meet us every day; but how shall they convey a definite thought to our children without an inspection of specimens illustrative of these objects? How much better it will be to spend an entire hour, if need be, in illustrating some natural object or in explaining some train of thought, than to read volumes without gaining an idea, but in stead acquiring habits of inattention which may never be recovered from.

It will add something to the labors of a teacher to engage the school in Saturday excursions or vacation excursions, for the observation and

collection of objects of nature; but some such means may make all the difference between success and failure in teaching: certain it is that it will make a vast difference in the interest of the pupils, in the formation of habits of observation and thought; and we believe that no teacher could pursue such a course for ten years without giving impulse and direction to some young minds, the result of which would be the production of many intelligent observers, some of whom would prosecute their inquiries in this direction, and become proficient in science.

It is for the want of some such impulse, and some such useful mental employment, that so many of our young people resort to all kinds of devices to kill time, and fall into vicious habits, which too often bring sorrow and tribulation and a worse than wasted life.

Says a distinguished naturalist, "Many who spend their leisure time in solving illustrated riddles, and derive as the result of their labor simply an answer, would find that the expenditure of half the brain-work, if applied to the identification of the fruits of a day's ramble in the woods, would furnish not only a healthier intellectual enjoyment, but, with proper training, lead to an endless pleasure in the contemplation of the boundless wealth of creation."

Again, we may observe that the study of nature is not only valuable as a means of discipline and instruction, but also has practical bearings in the business of life. The farmer and horticulturist are most deeply interested in the knowledge of those things which are too often looked upon as puerile and useless.

A knowledge of the habits of insects would enable the farmer to understand and meet, and possibly to overcome, some of the most serious difficulties which he has to encounter in the pursuit of his calling. Nothing can seem more insignificant than a minute, almost invisible bug; yet myriads of these little bugs in a few hours put an end to his prospect of a crop of wheat.

All the operations of agriculture involve and are dependent upon principles of science, and the most intelligent of our farmers feel the importance of a knowledge of these principles. But there is little occasion to discuss this point. It may not be absolutely necessary that a man should be skilled in Natural History in order to raise good corn or potatoes; yet, it is a fact transparent to all that a man will take rank in his business according to the amount of intelligence which he brings into it. But, suppose we place this question wholly on the ground of the pleasures to be derived from knowledge. Shall any body deny the farmer, the mechanic or the laboring man the right to a participation in those pleasures? I have heard of one young farmer at whose back



door may be seen a large pile of rocks and stones, gathered during his rambles, which stones he has learned to read; and he finds sermons in them—sermons of the long-past ages, relics, indeed, of fifty different kinds of coral life of those ages. We can but speak admiringly of the pleasure which that young farmer finds in his rocks, and in the large variety of specimens of forest trees which he has gathered into his herbarium, and wish that thousands more would drink pleasure from the same inexhaustible source.

If we would encourage the general cultivation of such tastes, it must mainly be done in the public schools; for only a small portion of our citizens ever pass beyond the public school, to the college, to acquire the rudiments of literature and science.

One other plan I wish to mention, as a part of the agencies for the cultivation of Natural History in schools, and that is the keeping of a scientific record or calendar. For this purpose, a list should be made of twenty-five or thirty trees, such as occur over a large portion or the whole of the state, and of about the same number of well-known plants, of which a record should be kept of the following particulars: 1st. The time of full flowering; 2d. The time of full expansion of leaves; 3d. The time of mature fruit; 4th. The time of falling of the leaves. Add also to the list some of the common cultivated grasses, and note the time of flowering and time of cutting, also the time of maturity of tomatoes and corn. Next, should be a list of common birds, with columns to note their first appearance in the spring, the time of building their nests, and time of disappearance or migration in the autumn. Then, add to the list the common toad and bull-frog, and note the time when their croaking is first heard. Also, the first appearance of some of the commoner insects, as the katy-did, grasshoppers, fire-flies, locusts, potato-bugs, squash-bugs, etc.

I herewith submit a list such as I think will be well adapted to our state; and if such a list were posted up in every school-house, under charge of the teacher or some proper pupil, it would be filled out during the season in many if not in all the particulars. Then, if copies of all these records were sent to the Normal University, they could be collated and made the basis of some very useful statistics as to the climate of different portions of the state, and other interesting points.

LIST OF TREES AND PLANTS.	Flow- ering.	Leafing	Fruit mature.	F'l of leaf.
1. Tulip Tree or Yellow Poplar. ( <i>Liriodendron</i> )..				
2. Red-bud. ( <i>Cercis Canadensis</i> ).....				

LIST OF TREES AND PLANTS.	Flow- ering.	Leafing	Fruit mature.	F'l of leaf.
3. Black or Common Locust. ( <i>Robinia</i> ).....				
4. Honey or Yellow Locust. ( <i>Gleditschia</i> ).....				
5. White or Silver-leaf Maple. ( <i>Acer dasycarpum</i> ).....				
6. Hard or Sugar Maple. ( <i>Acer saccharinum</i> ).....				
7. Box Elder. ( <i>Negundo</i> ).....				
8. Horse Chestnut—cultivated.....				
9. Buckeye. ( <i>Æsculus glabra</i> ).....				
10. Wild Plum. ( <i>Prunus Americana</i> ).....				
11. Wild Black Cherry. ( <i>Prunus serotina</i> ).....				
12. Wild Crab-Apple. ( <i>Pyrus coronaria</i> ).....				
13. Orchard Apple. ( <i>Pyrus malus</i> ).....				
14. Peach. ( <i>Amygdalus</i> ).....				
15. Flowering Dogwood. ( <i>Cornus florida</i> ).....				
16. Elderberry. ( <i>Sambucus Canadensis</i> ).....				
17. Haw-bush. ( <i>Viburnum lentago</i> ).....				
18. Bass-wood or Linn. ( <i>Tilia</i> ).....				
19. White Elm. ( <i>Ulmus Americana</i> ).....				
20. Slippery Elm. ( <i>Ulmus fulva</i> ).....				
21. Red Mulberry. ( <i>Morus rubra</i> ).....				
22. White Ash. ( <i>Fraxinus Americana</i> ).....				
23. Black Ash. ( <i>F. pubescens</i> ).....				
24. Lilac—cultivated.....				
25. Sassafras. ( <i>Sassafras officinale</i> ).....				
26. Hazel-bush. ( <i>Corylus Americana</i> ).....				
27. Cottonwood. ( <i>Populus monilifera</i> ).....				
28. Black Willow. ( <i>Salix nigra</i> ).....				
29. White Oak. ( <i>Quercus alba</i> ).....				
30. Overcup or Bur Oak. ( <i>Q. macrocarpa</i> ).....				
31. Red Oak. ( <i>Quercus rubra</i> ).....				
32. Black Jack. ( <i>Quercus nigra</i> ).....				
33. Wild Hop Vine. ( <i>Humulus</i> ).....				
34. Virginia Creeper. ( <i>Ampelopsis</i> ).....				
35. Red Honeysuckle—cultivated.....				
36. Lead-Plant or Shoe-Strings. ( <i>Amorpha canescens</i> ).....				
37. Wild Indigo-Bush. ( <i>Amorpha fruticosa</i> ).....				
38. Red Thimble-Weed. ( <i>Petalostemon viola</i> ).....				
39. Running Crowfoot. ( <i>Ranunculus repens</i> ).....				
40. Wind Flower. ( <i>Anemone Pennsylvanica</i> ).....				
41. Spring Beauty. ( <i>Claytonia</i> ).....				
42. Cranesbill. ( <i>Geranium maculatum</i> ).....				
43. Purple Gerardia. ( <i>Gerardia purpurea</i> ).....				
44. Blue Flag. ( <i>Iris versicolor</i> ).....				
45. Spider Lily—wild and cultivated.....				
46. Large Blue Lobelia. ( <i>Lobelia syphilitica</i> ).....				
47. White Water Lily. ( <i>Nymphaea</i> ).....				
48. May Apple or Mandrake. ( <i>Podophyllum</i> ).....				
49. Dandelion. ( <i>Taraxacum</i> ).....				
50. Common Golden Rod. ( <i>Solidago Canadensis</i> )..				
51. Blood Root. ( <i>Sanguinaria Canadensis</i> ).....				
52. Red Currant—cultivated.....				
53. Wild Black Currant. ( <i>Ribes floridum</i> ).....				
54. Wild Blackberry. ( <i>Rubus villosus</i> ).....				
55. Tomato. ( <i>Solanum lycopersicum</i> ).....				
56. Timothy Grass. ( <i>Phleum pratense</i> ).....				
57. June Grass. ( <i>Poa pratensis</i> ).....				
58. Winter Wheat. ( <i>Triticum vulgare</i> ).....				
59. Oats. ( <i>Avena sativa</i> ).....				
60. Maize or Corn. ( <i>Zea mays</i> ).....				

BIRDS.	First appearance.	Build nests.	Disappear
1. Red-winged Blackbird .....			
2. Wild Goose. (Anser Canadensis) .....			
3. Martin.....			
4. Barn Swallow.....			
5. Fish Hawk.....			
6. Rusty Blackbird.....			
7. Crow Blackbird.....			
8. Blue Bird.....			
9. Robin.....			
10. Pewee.....			
11. Cat Bird.....			
12. Mocking Bird.....			
13. Whippoorwill.....			
REPTILES.	First croaking heard.		
Common Toad. (Bufo Americanus).....			
Common Frog. (Rana).....			
INSECTS.	First appearance.		
Katydid .....			
Grasshoppers .....			
Locusts. (Cicada).....			
Fire Flies.....			

Normal, Dec. 25, 1871.

## CONDUCTING RECITATIONS.—III.

PROF. W. F. PHELPS.

HAVING considered the true object of the recitation to be; 1, the development of thought; 2, its clear and concise expression; 3, to determine the extent and accuracy of the attainments of the class; 4, to aid in increasing those attainments; 5, to form right habits of study, and 6, to stimulate the growth of moral power in the pupils; our next step is to consider what are—

### II. THE PREPARATIONS NECESSARY FOR ACCOMPLISHING THESE OBJECTS.

1. The preparations needful for effective work in any profession are two-fold, general and special. For example, a successful lawyer must superadd to a good stock of general intelligence, a thorough knowledge of the law and of its theory and practice. And not only this, but *there must be a careful special preparation for each and every case*

*as it arises in his practice.* He must know whether his client has or has not a good cause of action or defense. He must study the facts of the case, the law applicable to it, and then decide upon the plan or method of procedure most likely to win success. So, too, the physician must possess a liberal share of general intelligence, or, in other words, he must have received a good general education. This must be supplemented by a thorough knowledge of anatomy, physiology, hygiene, etc. And, furthermore, he must have mastered the theory and practice of his profession, and must make a most careful diagnosis of the case of each patient presented for treatment. These principles are so well understood in their application to the so-called learned professions that they require no further illustration.

But they are equally applicable to the profession of teaching, which should be the most learned of all the professions. They are as indispensable to real success here as in any other calling whatsoever. Until this truth is generally recognized and acted upon, our school-rooms will too often be officered by quacks, and our children will be fed with the mere husks of knowledge in stead of being nourished by the aliment of its vitalizing seed. A good teacher must first become a good scholar. He must know thoroughly, and as far as possible exhaustively, not only the particular branches which he is to teach, but he must have studied to a reasonable extent those which are collateral to them. A teacher can not teach arithmetic as well as it ought to be taught without some knowledge both of algebra and geometry. He can not make good geographers of his pupils without knowing something of Physics, Botany, Geology, Zoölogy, and History. He can not teach the English language in all its fullness without having mastered those other tongues from which it is mainly derived. The teacher should, in short, possess, as the basis of all his other qualifications and accomplishments, the rich inheritance of a broad, a liberal and an exact scholarship. No profession demands a greater wealth of resources and of culture than does his. The time is coming when an enlightened public opinion, appreciating to a far greater extent than heretofore the vastness of the interests involved in the character-forming processes and influences of a right education, will insist that the teachers of the nation shall be among the wisest, noblest and best of the nation; and when the Butlers and the Carpenters, who now sneer from their high places in congressional halls at the 'schoolmaster', will find that post of honor and duty occupied by men who in moral and intellectual power are preëminently their peers, if not their superiors in every essential respect.

2. A suitable preparation for the recitation, and for all effective work

in the school-room, demands on the part of the teacher a knowledge of human nature, a careful study of the laws of physical, intellectual and moral development, and of the best methods of securing the higher ends of school instruction and discipline.

It would seem that this proposition needs but to be enunciated to be accepted. And yet a vast majority of the schools of this country are in the hands of teachers who have scarcely bestowed a thought upon the philosophy of education, upon the nature of the human mind and the best methods of dealing with its manifold powers and susceptibilities.

There is a science of education, and there is an art of teaching growing out of it. There are certain laws under the operation of which human beings advance from the helplessness and dependence of infancy to the strength and maturity of manhood and womanhood. There is an order of evolution of the human faculties, and there is a true order of study corresponding therewith. There are principles controlling the right exercise of the faculties, and there are methods of exciting these faculties to a wholesome activity. The methods may vary and change with circumstances. The principles are immutable and eternal. They give shape and efficacy to methods. Now it is claimed that some knowledge of this science, this art, these laws and principles, with the methods based upon them, is indispensable to the highest success in teaching; that *merely to know the branches to be taught is but a single step in the direction of the qualifications of a true educator, a former of character*. In other words, teaching, when viewed from its broader, more comprehensive standpoint, is a profession, and demands that a careful and painstaking preparation should be made for it. This conviction is daily becoming more general and more deeply seated. As a consequence of it, normal schools, for the professional training of teachers, are rapidly multiplying, and they will continue to increase in number and influence until they become capable of supplying the entire school system of the country with well-trained, skillful instructors.

3. It is indispensable to success at the recitation that the teacher should make a careful and thorough special preparation for each exercise.

This is a vital point. A teacher should never appear before his class without a careful review of the subject-matter of the lesson in its relations to preceding lessons and to the mental status of his class. There should be not only a fresh examination of the subject, but a well-digested plan for accomplishing the objects for which the particular les-

son is assigned. Every difficulty likely to arise should be foreseen, and, if possible, provided for in advance. The teacher should, in the course of this special preparation, strive to *put himself in the place of his pupils*, look at the subject from their standpoint, and anticipate, as far as practicable, the explanations, questions and illustrations that may be necessary to lead them to the right conclusion.

The neglect of this special preparation is far too general. It is too common an occurrence for teachers to go to the class-room with a vague conception of the subject in hand, with little knowledge of the peculiar needs of the pupils, and with none of that careful elaboration of plan which alone can give point and sharpness to drill, exactness to mental impressions, interest and enthusiasm to the work of the hour. Special preparation for each recitation means revolution in methods of instruction, progress in study by the pupils, and a radical change in the character of our schools.

We shall next briefly consider the preparations of the pupil, and then discuss the third general topic of the series—*The Management of the Recitation*.

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## SPECIAL PREPARATION.

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J. T. MOULTON.

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WHEN I visited the Grand-Tower school, last summer, I was politely invited to take charge of a class which had just begun the subject of Factoring. The eagerness with which the zealous little fellows responded to my directions infused new life into me. I struck out a method which had never occurred to me before, but which I have since adopted with my own classes. Bidding the brightest boy stand up, I asked him the questions "Is 1 a prime number?" "Is 2 a prime number?" and so on as far as 20. If he erred on a prime number—for instance, by answering no, when I asked about 5—I returned simply "Yes, it is." If he erred on a composite number (I was careful not to introduce the word *composite*)—for instance, by answering yes, when I asked about 9—I would reply "No, it is n't, because 3 times 3 are 9." In short, the meaning of a novel word was explained by its colloquial use, without reference to any definition; and this I apprehend to be the true method, wherever it is practicable.

Some would tell me that I ought not to have tried to teach that class, because I had not studied the lesson that day. I think that solitary study would have tended to unfit me for apprehending and meeting the real wants of the class. The electric influence of mind upon mind is often the best preparation that can be made. Nay, more: the prearranged work which faithful teachers are apt to interpose between themselves and their pupils may often have the effect of a non-conductor.

"You can not trust to inspiration for things that are to be settled by authority," said an eminent teacher of natural science. But, if the teacher in question had introduced, in one of his lectures, a subject which he himself needed to investigate—if he had wandered in the mazes of real doubt, suggesting collateral arguments, referring to authorities, and exhibiting a strong and well-trained mind in the very act of seeking and finding truth—this temporary lapse of dignity might have been the means of conveying ideas which the students could never have gleaned from all the dogmas of all the sages.

In every work upon history or geography, the student finds some facts which he must at all events retain, and many which he may and must forget. How is he to distinguish the essential from the indifferent? In the mind of a man who has mingled much with the world, a line of demarcation is pretty fairly drawn: the practical is much better remembered than the unpractical. For this reason, I am willing—though I lay but little stress upon this—that my pupils should see just what it is that I have forgotten, what it is that I hold as tenaciously as I do the multiplication-table, and what it is that I remember somewhat hazily.

In the higher departments of grammar—which are of no avail to a pupil who lacks acquaintance with general literature—nothing can be more lively and tasteful than constant reference to standard authors. Completeness of preparation on the teacher's part requires the work to be limited to a consultation of grammatical authorities, which I have always considered very dull indeed.

Some books are provided with questions in fine print, at the bottom of each page. I am not prepared to discard the printed questions. It happens, almost daily, that some scholar gives the answer in a form which would never have occurred to me, and I must look and see whether the answer given bears any proper relation to the text. This is a sad infraction of the 'free-hand-and-eye' principle; but where is my error? When a mistake is made, I must see whether it is the result of idleness, or merely of childish misapprehension. A teacher may often make his general study more useful than the closest special preparation can be. The current dictum, that he should always be ready to exchange places with the members of his class, includes some untruth along with much truth. If I superintend an exercise in decla-

mation, must I be able to deliver each piece from memory, as the boys do? If I am called upon to teach geography by means of some of the extraordinary manuals not yet out of date, must I learn by heart the name and location of every noteless town and summer-dried stream? Once more I affirm, that a teacher who will honestly devote himself to general study, with a view to the good of his pupils, may well be excused from a rigid adaptation of each day's study to the lessons of the day.

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## EDITORIAL DEPARTMENT.

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**FREE PUBLIC LIBRARIES AND PUBLIC EDUCATION.**—In the October number of this journal was published the draft of a bill which had been introduced into the legislature of this state, authorizing cities to establish and maintain free public libraries and reading-rooms. This bill, which originated with Mr. E. S. Willcox, of Peoria, after having been amended in some minor particulars, has passed one branch of the legislature by a decided majority, and will, without much doubt, pass the other branch and become a law at an early day. We regard this measure as a very important one in its bearing upon the educational interests of the state. We are in need of something to supplement the work of our public schools; not because they are failing to fulfill their mission, but because, after their mission is fulfilled, so much is left to be done by other agencies. The schools accomplish a great work if they succeed in preparing the pupil to educate himself. They conduct him to the entrance of the various fields of knowledge and culture, and give him a glimpse of what lies before him, and then leave him to investigate and explore for himself after his school-days are ended. They lay the foundation, awaken the desire, and point the way, but, with the exception of a few female seminaries, they do not profess to give a finished education. Our state, in its free-school system, has made liberal provision for this preparatory work, if we may so call it, but beyond this it has not heretofore undertaken to render any assistance. The consequence is that our young men and women, as has been well said, are conducted by our schools to the point where they are qualified to acquire from books the knowledge which they desire, and then are sent forth without the means of obtaining that knowledge. A taste for good reading is cultivated, but no facilities are afforded for gratifying that taste. Hence it not unfrequently happens that the young man or woman not only makes no educational progress, but even seems rather to retrograde, after leaving school. We believe that the free public library may be made to do much toward changing this state of things. It will furnish the means and material needed to follow up and continue the work begun in the schools, and thus it may prove an invaluable auxiliary to our ordinary educational agencies. For that large class of pupils who remain but a short time in our public schools, it will, in a measure, supply the place of the school. The friends of public education have been charged with attaching too much importance to the



mere ability to read, and the charge has some force so long as nothing is supplied to be read. But with a free public library and reading-room open to all, the ability to read means a great deal. It opens to its possessor all the knowledge and culture which books contain, and may make all the difference between the intelligent citizen, governed by reason, and the ignorant, unthinking being, the slave of passion and the tool of demagogues.

We hail this action of our legislature as promising the most beneficent results. We hope that these free public libraries will be established in many of the towns of the state. The teachers and other friends of education will appreciate the importance of this movement, and will not fail to speak a good word and lend a helping hand whenever occasion requires.

**A WORD OF CAUTION.**—We have seen the book and views referred to in the subjoined communication, and can indorse with emphasis all that our correspondent says about them. Such a caricature of History and Geography and such abominable daubs for stereoscopic views it has never before been our fortune to behold.

*Mr. Editor:* A paper came into my possession, recently, in which one of the brethren had expressed himself freely regarding a book furnished to schools along with stereoscopic views by a canvassing agent. When I saw the book, and when I knew that his name had been used to aid its sale, I was not surprised that he was outspoken. The pronouns in it are so carelessly used that one is at a loss to know whether the Mississippi or the Missouri is 2,900 miles long, or, in numerous instances, to determine what is the subject spoken of. On page 154, French power in this portion of the United States is spoken of as destroyed. Who can pick out what 'this portion' is? Liverpool stands, on p. 187, as 'one of the greatest foreign ports of England'. Charlemagne is made, on p. 43, to die in 1814. Herculaneum and Pompeii are said, on p. 236, to have been overwhelmed in 19 A.D. A leading book-publisher once said a man needed to publish books a while to be able to get them out suitable for school use; and the errors of fact, the mistakes of type, the confusion of style, are such in the case before us that it is evident the fire of criticism had not sufficiently been tried upon it before it was presented to the public. I am sorry to add that the stereoscopic views which come to me as sold with it are of the poorest execution, entirely unworthy, in some instances, of the name of stereoscopic views. Some are merely double pictures, and very poor ones, evidently even copied from oil paintings. Blurred, badly colored, where coloring has been attempted, they are calculated to cause a reaction against the use of really valuable illustrative material in our schools, and to add to the complaint about waste of funds in our public school system. Fellow teacher, is your name, like that of our outspoken friend, passing around as commending that which you would not knowingly indorse? A careful examination of wares presented is requisite to preserve one's credit in recommendations, and even then abuses will occur requiring public notice.

TEACHER.

**COMMISSIONER EATON'S REPORT.**—The report of the United States Commissioner of Education has just been received by us. These reports are beginning to attract the attention of all thoughtful persons, and are justly regarded as among the most valuable documents sent out from the departments at Washington. The educational statistics and other matter which they contain furnish the most convincing arguments in favor of our systems of public education. They will do much toward settling many questions which have long been subjects of discussion and of difference of opinion, even among educational men themselves. The present report is a volume of more than seven hundred pages, filled with a mass of most interesting and valuable material. Among the subjects treated of are ed-

education in the South, on the Pacific slope, and in the territories; education of the Indians, of the blind, the deaf, and of idiots; normal schools, colleges, and professional schools; education and crime, and the various questions connected with illiteracy; libraries and other educational agencies. At some future time we may give other interesting statistics from the report, but for the present we shall content ourselves with giving some facts relating to the illiteracy of the country. It has been earnestly asserted and maintained that the education of the schools does not tend to diminish but only to change the character of the crimes committed. The facts contained in this report ought to silence for ever the advocates of this doctrine.

A table of ratios shows that there was, in 1870, one homicide to every 56,000 people in the Northern States; one to every 4,000 in the Pacific States and Territories; and one to every 10,000 in the Southern States.

In 1866 there were 17,000 persons reported in the prisons of the United States; but the statistics on this subject are very imperfectly kept. Prisons and reformatories, in some parts of the country, keep no record of the intelligence of the persons committed. In New England these statistics have, in some cases, received considerable attention, and the able writer who furnishes the accompanying paper, has drawn the following conclusions:

I. At least 80 per cent. of the crime of New England is committed by those who have no education, or none sufficient to serve them a valuable purpose in life. In 1868, 28 per cent. of all prisoners in the country were unable to read or write. From 3 to 7 per cent. of the population of the United States commit 30 per cent. of all our crime, and less than one-fifth of one per cent. is committed by those who are educated.

II. As in New England, so throughout all the country, from 80 to 90 per cent. have never learned any trade or mastered any skilled labor; which leads to the conclusion that "education in labor bears the same ratio to freedom from crime as education in schools."

III. Not far from 75 per cent. of New-England crime is committed by persons of foreign extraction. Therefore 20 per cent. of the population furnishes 75 per cent. of the criminals. It is noticeable, however, that "the immigrant coming hither with education, either in schools or labor, does not betake himself to crime."

IV. From 80 to 90 per cent. of our criminals connect their career of crime with intemperance.

V. In all juvenile reformatories 95 per cent. of the offenders come from idle, ignorant, vicious homes. Almost all children are truant from school at the time of their committal; and almost all are children of ignorant parents. These children furnish the future inmates of our prisons; for "criminals are not made in some malign hour; they grow." In the face of these facts, what can be said but this: "Ignorance breeds crime; education is the remedy for the crime that imperils us."

The Commissioner has prepared, from advance sheets of the census, a variety of statistics of illiteracy.

A table giving the nativity of illiterates in the United States in 1870 shows that there is an aggregate of 777,864 foreign illiterates, of whom 665,985 are in the Northern States and Territories, and 72,383 in the Southern States; that there is an aggregate of 4,882,210 native illiterates, of which 790,118 are in the Northern States, 74,504 in the Pacific States and Territories, and 4,117,589 in the Southern States, making a grand total of 5,660,074 illiterates in the entire country.

A second table shows that of every 10,000 inhabitants in the whole Union there are 8,711 whites, 1,266 colored, 16 Chinese, and 7 Indians, the colored race being in excess only in the states of Louisiana (2,145), South Carolina (126,147), and Mississippi (61,305).

A table showing the illiteracy of the white race and the colored race gives a total of 2,879,543 of the former, and 2,763,991 of the latter.

From another table we learn that the number of illiterate persons, ten years old

and over, in the State of Illinois is 133,573, of which number 59,464, or 44½ per cent., are males, and 74,079, or 55½ per cent., are females. The aggregate of adult illiterates of both sexes is 3,637,422, of which 2,489,591 are in the Southern States. The aggregate of minor illiterates (between 10 and 21 years) is 2,006,112, of which 1,698,144 are in the Southern States,—North Carolina having the largest number, 222,159. Of the Northern States, of minor illiterates Ohio has the largest number, 47,654. Illinois has 27,864, of whom 12,525 are between the ages of 10 and 15. The total of illiterate white adults qualified to vote is 743,402, of which number Illinois boasts of 40,801, and stands fifth on the list.

An investigation in regard to the relation of postal and revenue receipts and numbers of patents issued presents the following facts:

"The number of patents issued to the inhabitants of Arkansas was one to every 37,267 persons, while in Connecticut there was one patent issued to every 966 persons. In Arkansas there are sixteen adults unable to write to every one hundred inhabitants; in Connecticut there are four adults unable to write to every one hundred inhabitants. In Arkansas the receipts of internal revenue are twenty-six cents and nine mills *per capita*; in Connecticut the receipts are two dollars and fifty-four cents *per capita*. In Arkansas there resulted, during the last year, to the Post-Office Department a dead loss of over forty-nine cents for each inhabitant of the state, a loss in amount almost double the internal revenue receipts from the state! In Connecticut there accrued a net profit to the Post-Office Department of twenty-six cents *per capita*. In Florida there are twenty-three adults unable to write to every one hundred inhabitants. In that state one patent was issued to every 31,291 inhabitants, or only six in the entire state. The internal revenue collected amounted to sixty-four cents *per capita* (of the entire population). From that state the Post-Office Department suffered a loss of ninety-two cents *per capita*. Contrast this with California, where the number of patents issued was one to every 2,422 inhabitants, and the amount of internal revenue collected was six dollars and forty-three cents *per capita*! There was a loss to the Post-Office Department of one dollar and half *per capita*, but this deficit is accounted for in part by the long lines of transportation, to the cost of which the thinly-settled intervening sections do not greatly contribute. But in California there are only four adults unable to write to every one hundred of the inhabitants.

"In Tennessee twelve adults are unable to read and write to every one hundred of the inhabitants, and the state pays internal revenue at the rate of sixty-nine cents *per capita*; while Ohio, in which there are four illiterate adults to every one hundred inhabitants, pays five dollars and sixty-eight cents internal revenue *per capita*.

"In Massachusetts, where there are three adult illiterate persons out of every one hundred inhabitants, the excess of post-office receipts above expenditures was over \$735,000.

"Whatever other course would require consideration in a close and final examination, the relation of education to revenue, patents and postal service is apparent."

**DUTIES OF SCHOOL DIRECTORS.**—*Mr. Editor*: Are school directors justifiable, under any circumstances, in appointing and retaining as teachers in our public schools persons who spend their leisure hours in drinking-saloons, playing cards and other games, either for drinks or amusement; who come into the school-room with the fumes of liquor on their breath; who have no regular habits, order, or system in any thing, and whose word is seldom, if ever, kept; who show an utter disregard for the orders of the board, and use false and ungentlemanly language clandestinely against members of the board for attempting to enforce the necessary and reasonable rules of the board? Are not school directors clearly unjustifiable in retaining such teachers, when, at the same time, they can employ and retain thoroughly-qualified teachers, who would discharge their duties in accordance

with the letter and spirit of the law, from correct motives and honest principles, and not *alone* for so many dollars and cents?

Will you, Mr. Editor, be kind enough to publish the foregoing, with such suggestions as may aid the people in securing their full rights under the school law and full consideration for the taxes paid?

CITIZEN.

*St. Clair, Jan. 29, 1872.*

*Answer.*—The power and duty of school directors in cases like the above are made very clear by our school law. The first requisite of the teacher as laid down in that law (§ 50) is that he shall be "of good moral character." It is declared that without this qualification "no teacher shall be authorized to teach a common school." Under duties of directors (§ 48) the law reads, "they [the directors] shall appoint all teachers, fix the amount of their salaries, and may dismiss them for incompetency, cruelty, negligence, or immorality." Also, in the same section, "they may adopt and enforce all necessary rules and regulations for the management and government of the schools." Such are the plain provisions of the law. The importance of a good moral character in those who are selected for the responsible office of teachers of our youth can not be placed in too strong a light. We can do no better than to give the words of our honored state superintendent, as found in his volume of 'Common-School Decisions', page ninety-four, where the duty of the county superintendent in this matter is considered. "The question of character", he says, "should always be the first considered, and until it is satisfactorily disposed of, the superintendent should refuse to go a step further. Great mistakes have been made in this matter. Moral monsters have been quartered upon unsuspecting districts, the continuation and havoc of whose example and influence can not be thought of without a shudder." So careful is the law in this respect that it provides a double remedy. First, the superintendent may revoke the certificate; and secondly, in case this is not done, the directors may peremptorily dismiss the offending teacher from their service. Thus, in the case above, it is clearly the imperative duty of the directors to discharge such teachers for immorality.

Again, it being the duty of the directors to make and enforce all necessary rules and regulations for the management and government of the school, it is likewise their duty to dismiss all teachers who disregard their orders and fail to comply with their necessary and reasonable rules. Such are the law and the duty in the case supposed, as we gather from legislative enactments and the decisions of our state superintendent.

**UNSECTIONAL TEXT-BOOKS.**—Some enthusiastic southerners have for some time been making an effort to supply the schools of the South with what they are pleased to term 'unsectional school-books'; that is, books the authors of which shall all live in the southern section of the country. Accordingly, they have issued grammars and arithmetics, algebras and astronomies, which are supposed to be entirely free from any thing that can offend the most sensitive and fastidious southerner. What could be more happy and lovely than this? But, unfortunately, a necessity has heretofore existed for doing the printing of these books in the City of New York. This fact becoming known through the South, the cry is straightway raised that the company which has the matter in hand is 'a Northern concern', and thus the whole enterprise is in danger of failure. To remove this objection, arrangements have now been made to do all the work in the South, and so

avoid the danger of contamination from a northern printing-press. We sincerely hope that they may succeed in producing the best school-books which the world has ever seen. They may rest assured that, when they have done this, their books will be adopted into the schools of the North quite as soon as in the schools of the South. We are not in the habit of asking in what latitude books are made, but only whether they are good.

SING-SONG.—Classes reciting lists of words or short sentences or phrases in concert get a disagreeable habit of sing-song, which they carry into other exercises. Mr. Merriman, of Chicago, says he avoids this by requiring the pupils to use the downward inflection as often as possible: at the end of each word where the words are disconnected; at the end of phrases, when separate sufficiently, and so on.

## MONTHLY REPORTS FOR JANUARY.—

TOWN OR CITY.	No. of Pupils Enrolled.	No. of Days of School.	Average No. Belonging.	Av. Daily Attendance.	Per cent. of Attendance.	No. of Tardinesses.	No. neither Absent nor Tardy.	PRINCIPAL OR SUPERINTENDENT.
Chicago.....	28186	19	25535	24065	94.4	8216	....	J. L. Pickard.
Bloomington.....	2684	20	2497	2276	91.1	458	....	S. M. Etter.
Terre Haute, Ind.....	2456	20	2178	1999	91.8	1148	656	Wm. H. Wiley.
Peoria.....	2389	24	2199	2076	94.7	399	....	J. E. Dow.
Decatur.....	1737	19	1599	1477	92.4	276	609	E. A. Gastman.
Aurora.....	1480	20	1376	1250	90.8	169	365	W. B. Powell.
West and South Rockford.....	1166	19	1090	1029	94	326	349	{J. H. Blodgett and O. F. Barbour.
Danville.....	1046	19	935	838	89.6	555	257	J. Y. Shedd.
Pekin.....	816	19	827	695	89.7	723	171	Geo. Colvin.
Centralia.....	634	13	556	526	94	62	268	J. N. Holloway.
Princeton.....	620	20	530	508	95.8	134	152	C. P. Snow.
Dixon.....	530	20	477	423	90	416	91	E. C. Smith.
Shelbyville.....	507	20	474	406	85	363	100	Jephthah Hobbs.
Galva.....	444	19	412	395	95.9	93	187	Alfred Clark.
Rushville.....	430	18	383	368	95.5	103	241	John M. Coyner.
Lewistown.....	378	20	352	335	95.2	66	147	Cyrus Cook.
Mattoon (West Side).....	357	15	313	294	94.3	139	77	J. H. Thompson.
Efingham.....	313	20	308	299	95.5	197	125	Owen Scott.
Chester.....	305	22	285	254	89	241	73	C. L. Howard.
De Kalb.....	298	22	275	256	93	168	76	Etta S. Duubar.
Dwight.....	290	22	282	233	83	431	45	C. I. Gruey.
Belvidere (North Side).....	285	22	262	241	92	57	102	H. J. Sherrill.
North Dixon.....	191	20	180	160	90.5	195	45	J. V. Thomas.
Heyworth.....	186	23	163	150	92.1	198	28	J. R. McGregor.
Yates City.....	176	17	158	149	94	45	50	A. C. Bloomer.
Maroa.....	172	20	157	144	91.9	215	34	E. Philbrook.
Granville.....	156	23	152	148	97	132	27	W. B. Hague.
Lyndon.....	124	21	115	99	83.7	67	10	O. M. Crary.
Creston.....	102	22	97	85	87.5	9	26	P. R. Walker.

## PERSONAL AND GENERAL ITEMS.

MR. B. G. NORTHROP, Secretary of the State Board of Education of Connecticut, has returned from his European tour. He has been absent about six months, and has visited many of the schools of England and on the continent.

THE Kansas legislature has voted down the bill for compulsory attendance.

DURING the cold weather early in February, a large school-house at Urbana, Illinois, was totally destroyed by fire.

MICHIGAN UNIVERSITY has in all of its departments 1,207 students, from twenty-eight states and territories.

MR. PHELPS, a graduate of Yale, class of 1870, the champion oarsman of the New-England colleges, has been appointed Professor of Elocution in the Wisconsin State University.

MISS GRACE C. BIBB, who, since the fire, has been engaged in the St. Louis schools, has been recalled to resume her old position in the Chicago High School.

THE teachers of Germany are urging their claim to higher pay, on the ground that it is the schoolmaster to whom that country is indebted for its late brilliant success on the field of battle.

## EDUCATIONAL NEWS.

### ILLINOIS.

CHICAGO.—At the meeting of the Board of Education on Feb. 6th, Mr. Moore reported that in the new Washington-School building a great success had been attained in heating and ventilation. Mr. Cutter, the Principal, speaks exultingly of the comfort and convenience of his new quarters. . . . The Superintendent suggested a revision of the course of instruction; and the subject was referred to the Committee on Course of Instruction and on Text-Books, in connection with the Superintendent. The attendance in schools, averaging 24,065, on average belonging, 25,535, is only 2,000 less than before the fire. . . . Messrs. Blackman and Whittemore have resumed their work as teachers of music, which now has its regular place in the programmes. . . . Mr. Boomer, Principal of the Jones School when the fire occurred, is now in the High School, teaching the Junior Class in Latin. . . . The county offices have all been removed from the High-School premises, and by Feb. 19th the rooms will be ready for occupation, with new furniture; thenceforward the regular work of the school will be resumed in full. . . . The only trouble now had there is from people who wander in disconsolately in search of a court or a clerk, and who show a comical amazement at finding themselves intruding into school-rooms at every door. . . . At the Principals'-Society meeting the revision of the course was discussed miscellaneously, and, being divided into sections, was referred to five committees to make suggestions. The divisions of the subject are Language, Numbers, Writing and Drawing, Geography and History, and Miscellaneous. A general committee of one from each of these committees is a committee on Grading and Arrangement. The discussion showed an amusing variety of opinions on many matters. The objection came from many that there is a constant effort to get too much into the lower grades: the teacher of the tenth grade tries to get into the minds of her pupils something for which they should wait till passed to the next grade; and so it goes all along the line. The criticism was made that much of the teaching of numbers is barren in the lower grades: pupils learn to count, but do not know that adding 1 to 7 makes 8, or taking 1 from 9 leaves 8, when able to count upward to 100 and backward, with ease. Combinations of numbers must be made familiar to the memory. Mr. Mahoney suggested that we are crazy on the subject of *Oral*, and press children with things beyond their capacity: he gave some amusing instances of his asking pupils questions to test their knowledge. He asked a class to name some animal: the prompt response was "Man." "Ah, yes," confessed the questioner; "man is an animal; that's true: now tell me of

some domestic animal attached to man." "Woman!" answered the class. Poor reading was complained of. Some would dispense with the *Spelling-book*, and think much time wasted in spelling: would at any rate only take words from the *Reader*. Mr. Kirk zealously combated this notion: he had seen it tried for years and abandoned in the schools of Zanesville. Messrs. Hanford and Belfield thought too much time wasted on Geography: Mr. Hanford thought three times too much time given to it. He made the special point that in every grade not more should be gone over than now, but the teaching should be more thorough, better.... Mr. Pickard continues his institutes, calling the teachers of the 4th grade to meet him on Feb. 16th, and those of the 6th on March 1st.... Mr. Pickard's eldest daughter, Mrs. Alice E. Valentine, wife of Rev. Thomas J. Valentine, passed away after a prolonged illness, and was buried from the house of her father on the 14th of February.

**COOK COUNTY.**—At the meeting of the Supervisors on January 15th, the request from the city Board of Education asking relief from the burden of sustaining the Cook County Normal School at Englewood elicited the following report, which was adopted by the Supervisors, and this appears to end the matter for the present:

*First.* That they deem a well-conducted normal-school system as necessary to a proper system of public schools.

*Second.* That the Cook County Normal School is in its infancy, and is to some extent an experiment, but up to this time they believe the experiment justifies the hope of its originators that it will be a success.

*Third.* Any mismanagement in the location of the school or any question of building is a thing of the past, and not of the present, and, therefore, nothing thereto appertaining is to be considered by this board.

*Fourth.* That they can see no plan by which the City of Chicago can be relieved of its proportion of the support of said school.

*Fifth.* That from all they can learn from oral testimony, the deeds not being found, the grant of the land for the school was coupled with the condition of the maintenance of the Normal School on said lands, and that the county is bound, by the acceptance of the deeds, to maintain such school, or forfeit the lands, and, probably, the buildings thereon,—a sacrifice the county should not make until it be fully determined that the discontinuance of said school may be beneficial to the county.

*Sixth.* By reference to the laws on the subject of Normal Schools, they find that the management of such schools devolves entirely on the County Board of Education.

*Seventh.* The Board of Education finding that an appropriation of \$5,000 will be necessary to run the institution to July 1, 1872, which this committee believe to be proper, therefore recommend such appropriation be made, and that all salaries be paid monthly.

The small wits of some of the newspaper reporters has been exercised upon 'The Teacher-Factory at Englewood'; but the discussion has elicited the fact, which was easily seen from the beginning, that Chicago pays the largest share of the cost of the County Normal School without receiving a corresponding benefit, so long as the city maintains its own Normal School. In reporting the proceedings of the Supervisors last January, the Tribune gave 'The value of a school-teacher', simply setting forth under that title the pay-roll at the Insane Asylum for one month, wherein the dining-room maid received \$30, the assistant cook \$25, and the teacher \$25. Shortly after a new schedule was reported, with the dining-room maid at \$10, and the teacher at \$30, with board, of course; and other changes were made to correspond.

**LAKE COUNTY.**—This county is waking up in educational matters. A teachers' meeting is held in some part of the county every two weeks. One was held January 27th at Lake Forest. It was well attended, those who were to conduct the exercises were ready and prompt, and the discussions were animated and interesting. Reading, Natural History and Arithmetic occupied the most of the time. The question whether young pupils should be taught to print, or should be taught write from the first, was discussed, and a diversity of opinion was elicited from the teachers present.

**LASALLE COUNTY.**—The Lasalle county teachers held a large and successful institute at Ottawa during the week beginning February 5th. One hundred and fifty-seven teachers were present throughout the entire session. Exercises were conducted in Penmanship, Reading, Geography, Grammar, Phonics, and several other branches. There was a large number from abroad in attendance, who rendered assistance in the work of the institute. The members of the Board of Supervisors of the county, who were holding a session at Ottawa, were present a portion of the time. Rev. J. M. Sturtevant, jr., lectured Thursday evening on *Principles Taught by Examples*. Pres. Edwards, of Normal, conducted an exercise in *Reading* Friday afternoon, and in the evening delivered a lecture which is highly spoken of. Before the close of the session, a committee of five was appointed, to act with the County Superintendent and consider the subject of classification of the district schools, and report at a subsequent meeting of the institute. Among the resolutions adopted was the following: "*Resolved*, That we request our County Superintendent to hold during the summer months a four weeks' normal drill, to end with the County Institute on the fourth week, in order that we may have the opportunity to improve ourselves and carry forward our design in making the schools of Lasalle county second to none others in the state." At the close of the meeting the ladies of the Congregational Church gave an entertainment, which was enjoyed by all.

**PEORIA.**—The Peoria schools have been closed on account of the small-pox. . . . The new building on the bluff, occupied by the County Normal School, came near burning down a few weeks ago. The fire caught near the furnace, but was discovered in time to prevent much damage.

#### FROM ABROAD.

**NEW JERSEY.**—From the report of E. A. Apgar, State Superintendent, we learn some interesting facts concerning the schools of New Jersey. The legislature of 1871 passed an act to make free the public schools of the state, thus abolishing the tuition fees which had before been relied upon for paying a portion of the expenses of maintaining the schools. The number in attendance upon the schools is estimated to be about equal to the whole number of children in the state between the ages of six and fifteen. The average length of time the schools of the state have been kept open during the year is eight months and eighteen days, which exceeds the average of any other state in the Union. The cost of public education is given as \$19.85 per child of average attendance. The average salary per month of male teachers is \$57.34; of female teachers, \$32.43. Only three states pay higher salaries. Among other good things done by the legislature of 1871, was the passage of a law relative to public-school libraries, which provides for the



payment from the public treasury of the sum of twenty dollars to every school-district which shall raise by subscription a like sum for the same purpose, to establish within such district a school library, and to procure philosophical and chemical apparatus; and the further sum of ten dollars annually for the same purpose, upon condition that a like sum shall have been raised by subscription. All of which shows that New Jersey is alive, and is moving on the great enemy of the race—ignorance.

NEW YORK.—We find it reported, on what appears to be good authority, that, during the last five years, the State of New York has appropriated of the public funds \$2,031,000 to aid sectarian schools. Of this amount \$251,000 were given to charitable schools not professedly sectarian. Roman Catholic institutions received nearly all of the remainder.

FRANCE.—Jules Simon, Minister of Public Instruction in France, has introduced into the assembly at Versailles a bill providing for compulsory primary education. This law it is proposed to enforce by heavy penalties upon those parents who fail to comply with its provisions, and also by proposing to change, after a certain time, the present practice of universal suffrage to a qualified suffrage—only those citizens who can read and write being allowed to vote. The clergy, however, are bitterly opposed to the bill, and there is little prospect that it can be passed.

#### NOTICES OF BOOKS AND PERIODICALS.

(<sup>9</sup>) THIS series consists of two books—the *Introductory* and the *Common-School* Geography. One of the first sentences that caught our eye upon opening these books is the following: "This book is the best adapted to teaching the subject of Geography of any yet published." We were accordingly prepared to find in them some improvements upon our ordinary text-books on this subject. After examining them with considerable care, we give it as our opinion that they do not warrant the claim of superiority that is made for them. The paper is good and the type clear, but the illustrations, which are said to 'challenge comparison', are generally quite ordinary, and some of them are very inferior. Nor do we think that the maps possess the excellence claimed for them. They are, so far as we can discover, in no respect superior to those of several other geographical text-books now in use. Some of the definitions are decidedly faulty; as, for instance, a circle is defined as "a continuous curve line, every point of which is equally distant from the center"; and this inaccuracy runs through the whole discussion of parallels and meridians. We have found no railroads mentioned in the text nor represented on any of the maps. There are several other things that seem to us objectionable in these books, and we believe that it would be difficult to show any good reason for the existence of this new series of geographies.

(<sup>10</sup>) THE members of our profession are popularly supposed to be more familiar with the nine digits than with the sacred nine, to feel more at home at the teacher's desk or pacing the narrow aisles of the school-room than on the airy heights of Helicon, and to prefer to drink at the town-pump rather than at the Castalian spring. The *vox populi*, however, in this case as in many another, despite the old adage, is not entirely trustworthy. We have here a modest little volume of poems from the pen of a teacher. It comprises the poem from which the title is derived, *June on the Miami*, and several other shorter pieces. Many of them seem to us to

(<sup>9</sup>) COLTON'S NEW SERIES OF GEOGRAPHIES. Sheldon & Co., New York.

(<sup>10</sup>) JUNE ON THE MIAMI, AND OTHER POEMS. By W. H. Venable. R. W. Carroll & Co., Publishers, Cincinnati.

possess real poetical merit. Several of them, like the one entitled *Child Lost*, give evidence of considerable dramatic power. *The Teacher's Dream* was quite widely and favorably known before it was published in this volume. All of them are written in a simple, unaffected style, with no straining for startling effects. The author has had the good taste and the courage to clothe his ideas in pure, unadulterated English, in stead of resorting to any of the unworthy devices, so common now-a-days, to win popular applause. The collection, as a whole, we consider far superior to the productions of many a writer of much more pretension and of much wider reputation. The publishers have done their work in a very neat and attractive style.

(<sup>11</sup>) This book seems admirably well adapted for its purpose. It is remarkable for its clearness, accuracy of expression, and gradual advancement from simpler to more complicated subjects. The explanation of the law of signs in multiplication is unusually clear. Equations are gradually introduced, beginning with the most simple ones after Addition. Those requiring transposition, multiplication and clearing of fractions are placed, respectively, after Subtraction, Multiplication, and Fractions. Just before Division of one polynomial by another is abundant exercise in such difficulties of Subtraction as are likely to be met with in Division. *Special* attention has been given to Fractions, and to the subject of Factoring. Problems relating to work form a topic by themselves. The subject of Radicals is not very fully treated; but, as the work is an *Elementary Algebra*, this may not be a defect.

(<sup>12</sup>) We find this an excellent work. It abounds in examples which afford abundant practice for the principles and propositions so clearly stated and demonstrated.

(<sup>11</sup>) AN ELEMENTARY ALGEBRA, FOR SCHOOLS AND ACADEMIES. By Joseph Wilson, A.M., Professor of Geometry in Central High School of Philadelphia.

(<sup>12</sup>) OLNEY'S ELEMENTS OF TRIGONOMETRY.

J. DAVIS WILDER,

272 West-Randolph St.

(Second door West of the office of the Board of Education),

CHICAGO, - - - ILLINOIS,

Sole Manufacturer and Proprietor of

**Wilder's Liquid Slating,**

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Family and School Blackboards.

Contracts for the making of Blackboard Surfaces on School-walls in every section of the United States. Send for circulars containing references, prices, etc.

CHICAGO, September 1, 1870.

Wilder's Liquid Slating is in use in the school-rooms of our city. It gives universal satisfaction, and is considered, by those who use the boards covered with it, superior to any Slating heretofore introduced. Mr. Wilder has done all our work, and his work is thoroughly and neatly executed.

J. L. PICKARD, Sup't Public Schools.

CHICAGO, September 1, 1870.

In behalf of the Board of Education, I have employed Mr. J. Davis Wilder to put on the walls in our public school buildings about 300,000 feet of his Liquid Slating and Slated Paper. Teachers speak highly of it, and I consider it superior to any blackboard slating we have heretofore used.

JAMES WARD,

Building and Supply Agent for the Public Schools of the City of Chicago.

# ILLINOIS TEACHER.

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## A FEW WORDS ABOUT DEFINITIONS.

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S. H. WHITE.  
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WHAT is in a definition? Much, very much. It expresses in exact words and concise form the author's notion of the thing defined. If perfect, it includes just the thing intended—no more, no less. Definitions are the elementary truths expressing the primary conceptions upon which a science is based. They are the standard truths with which we compare related ideas, and by the comparison modify and correct them, and so go forward to greater knowledge.

For instance, in writing, a child may have a correct idea of the lines which compose a letter and of their relative position. This idea, clearly conceived, is the standard with which he compares his attempts at making the same letter and is able to judge of his success—to be a guide to himself. In geography the definitions embody correct notions of the various things mentioned in that study, and if properly comprehended, the pupil is able to express his ideas of a country intelligently. In grammar, a study in which there is a tendency to more guess-work and less intelligent judgment than in any other, the same is true. A failure to comprehend a definition, or carelessness in applying it, will explain most of the blunders made in classifying the words of a sentence. But enough has been said to illustrate the nature of the definition and its relation to science.

A few words now concerning its value in instruction. Thoughts are expressed in judgments. Judgments are reached by comparison. Comparison will be intelligent according as there is a clear and definite conception of a standard. When we undertake to examine this standard, we find that at the outset it involves a definition. Hence the

truthfulness of our conclusions, the accuracy of our judgments, and the clearness of our conceptions, often depend upon the exactness of our definitions. When a pupil is only able to say that a word is a common noun because it is a common name, or that another word is a verb because it expresses action, being or state; that a decimal fraction is one which has for its denominator ten or some power of ten; or that the president and his cabinet make the laws; we may conclude that the fault lies in his primary conception of the things concerning which he speaks. Of course, all his judgments on questions involving the idea of a noun, a verb, a decimal, or a republic, will be as unreliable as is his primary notion of these things. And inasmuch as practical life is the embodiment of our thoughts, it will be misguided and inefficient in proportion as they are erroneous. Truthfulness of conception at the outset is an essential condition to correct knowledge and most intelligent action all through life. When we consider that our modes of thinking or of acting are largely the result of habit, this subject becomes one of great moment in the work of instruction. If a pupil is trained at the outset to the habit of making careful discriminations, of gaining accurate conceptions, the result will not only be a more truthful understanding of the special subject under investigation, but the habit will extend to other things, and there will be a more vigorous and a stronger apprehension and more thorough solution of all the problems of life. The manhood of mature years is the result rather of the *manner* of the culture of early years than of the *kind or variety of subjects taught*.

A few suggestions as to manner of teaching definitions. Since the legitimate use of language is expression, it follows that, if properly used, it must be preceded by some conception to be expressed. Hence, definitions should never be taught at the very outset. If so, they are apt to be just so many meaningless words, possessing no power to develop thought. Some preliminary notion of the thing defined should precede the definition. This notion will not be complete, but it is a conception of the pupil, subject to improvement by closer study.

If the object be to define words, the common method by synonyms is to a considerable extent a thoughtless one. The best test of a pupil's language is found in his speech rather than in his knowledge of grammatical rules; so his idea of a word is better gained by an embodiment of it in language than by any other way.

If the definition be of a term used in a text-book, the course would be to lead the pupil by use of the knowledge he already has to a comprehension of the thing to be defined, then an expression of the idea in

the best language he can command. Then would follow illustrations to test the pupil's practical comprehension of the subject. For example, we wish to convey an idea of an angle. Ask the pupils to present various lines. Talk to them about the way they run—as, horizontally, vertically, etc. Lead them to use the word *direction*. If this can not be done in any other way, commence a sentence involving the use of the word and let them complete it—as, "This line runs in a horizontal \_\_\_\_\_." "This one, in an \_\_\_\_\_." "This one has a \_\_\_\_\_." Next present two parallel lines. Lead the pupils to notice the fact of their having the same direction and to express it. Present other two lines not parallel, and let them notice the fact of a difference in their direction and express it. By numerous illustrations, make them familiar with the expression 'difference in direction'. Let them illustrate it by use of lines and by referring to various objects. Draw two pairs of lines and let them express their opinion as to which two have the greater difference in direction. In all of these instances I think it better not to have the lines meet. By this time the pupil has the idea of an angle, and it remains for the teacher to give him the name and require him to tell what it is.

The instance given will illustrate the general course to be taken in teaching definitions. Lead the pupil by means of his present knowledge to acquire the idea desired. Teach the idea first. Give it a name. Embody it in well-chosen words. Call for numerous illustrations of it.

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## AN EXPERIMENT AND ITS RESULTS.

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J. B. ROBERTS.

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A FEW months ago, our attention was particularly called to the large number of young men in our little city whose days were employed in the various shops, manufacturing establishments and stores of the place, but whose evenings belonged to themselves.

Most of these persons, it was known, had enjoyed but very limited opportunities for schooling. The question arose, Can any thing be done by our school system for this large class? Here was our fine High-School building, lighted with gas, with every thing attractive and comfortable for evening work. Of course, thought we, we can light up at night, engage a few competent teachers at a trifling compensation, and

offer to help any one who cares to come. But will any one come? It is very doubtful. The shop-boys are kept hard at work until six o'clock, and they go home, many of them to remote parts of the town, tired and greasy, while the clerks are kept busy until a much later hour.

It will require some very powerful motive to induce them to wash themselves up, change their clothes, and come around to school at 7 o'clock for two hours more of hard application to an unwonted task. "If you were cast away alone on a desert island with quantities of raw provisions and your present knowledge of the culinary art," says Gail Hamilton to her imaginary interlocutor, "what would you do?" "I should advertise," is the sensible reply.

Profiting by the suggestion, and knowing that such a course would meet with the unqualified approbation of all newspaper men, before going to the expense of a little extra gas-fitting and of other needful preparations, we concluded to advertise.

"Ho, all you that thirst after knowledge, etc., etc., and who will avail yourselves of this rare, etc., opportunity, etc., etc., offered by a magnanimous school board, report your names to the undersigned, or hand them to the editor of the Daily Scrap-Bag, who has kindly, etc., consented to interest himself in the matter."

This gushing notice, published with editorial comments in the three city papers, within six weeks called forth three or four undecided responses. Undaunted, however, by this apparent lack of appreciation of our self-denying efforts, we concluded to go ahead with the experiment.

All was made ready and public notice given that the school would be organized on Tuesday evening, January 9th. Forty-three young men were present. The school has been held regularly three times a week ever since. The average attendance has been about seventy. The greatest number present at any one time has been eighty-six, and that was last night.

We employ six teachers, who sell their services for the munificent sum of fifty cents a night. The total expense of the school per week is \$13.25, which includes gas bills.

Some singular and unexpected results have grown out of this work. It was designed especially for the benefit of young men, and it was not supposed that young women could or would avail themselves of the opportunity. The second evening one young woman, a kitchen-girl, came in. The number now attending is thirty-one, and their attendance is far more regular than that of the young men.

As to the zeal and interest manifested by the pupils, it can not well be overstated. Indeed, such a spirit of enthusiasm prevails that several of the day scholars, who have come in out of curiosity as visitors, have begged the privilege of attending regularly.

While the pupils are classified as well as circumstances will allow, a good deal of the teaching is in the way of individual help, a portion of each evening being given to study and this kind of work, and the remainder to class recitations. The studies are reading, spelling, arithmetic, algebra, writing, book-keeping, geometry, grammar, and mechanical drawing. The pupils, of course, choose for themselves.

I have not gone into this somewhat minute account of what we are doing for the sake of self-glorification, but as a suggestion to my brother teachers in all the larger towns and smaller cities in the state. I have the impression that the need of such supplementary work is not generally known or thought of.

With us the evening school may be considered as an established institution, as much so as it is in Chicago; and the results of our experiment lead us to the conclusion that there is not a city of 5000 inhabitants in Illinois in which the outlay of the small sum necessary to maintain a school during the evenings of at least the winter months will not be found a better paying investment, in an intellectual and moral point of view, for the community than any equal amount appropriated for ordinary school expenses.

*Galesburg, Feb. 17th, 1873.*

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### EASY METHOD OF FINDING, MENTALLY, SQUARES OF SOME NUMBERS.

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**EXAMPLES** before rules. We will therefore first show how it is done, before we say abstractly how it is to be done; and even for our showing we will take very easy cases at first: perhaps the rule may be left out altogether, at last.

Find the second power of 14. Call 10 the base number: then notice that 14 is 4 more than the base number. Now take the number which is twice as far from 10; that is, which is 8 more than 10, viz., 18. Multiply this by the base number, 10, and add the square of 4:  $18 \times 10 = 180$ ;  $180 + 16 = 196 = 14^2$ . Taking the steps, they are these: 10; 4; 8; 18; 180; 16; 196.

Find the second power of 16. In the same way, the steps are 10;

6; 12; 22 ( $=10+12$ ); 220 ( $=22 \times 10$ , the base); 36 (square of 6, difference between the base and the number to be squared); 256 ( $=220+36$ ).

Find the square of 19. Use 10 as base, as before. The steps are 10, 18, 28, 280, 81, 361: that is, 10 (the base); 18 ( $2 \times 9$  to be added to 10, making) 28; 280 ( $=28 \times 10$ , the base); 81 ( $=9^2$  or square of  $19-10$ ); 361 ( $=280+81$ ).

But it is easier to square 19 from another base, although multiplication by 10 as a base is so easy. The base may be larger than the number to be squared, in which case we seek for the number to be multiplied by the base one which is still smaller than the one to be squared. Thus to find the square of 19, take 20 as the base. Now 19 is 1 less than the base, 20; we take the number which is 2 less than 20 to wit, 18; multiply that by 20 (double it and annex a cipher), which gives us 360; now add 1, the square of the difference between 19 and 20, and we have the result sought, 361.

Find  $18^2$  using 20 as base. Steps: 20 (base); 4 (number to be taken from 20 to find multiplicand twice as remote from base as 18 is); 16 ( $=20-4$ ); 320 ( $=16 \times 20$ ); 4 ( $=2^2$ , square of difference between 18 and 20); 324 ( $=320+4$ ).

Find  $24^2$  using 20 as base. Steps as in last example: 20 (base); 8 (twice difference of 24 and 20); 28 (base + the doubled difference); 560 ( $=28 \times 20$ ); 16 (square of difference of 24 and 20); 576 ( $=560+16$ ). Practice all this mentally; and if you want to be assured that it is easier than to multiply 24 by 24 mentally, try both after you become familiar with this method.

Any number of tens may conveniently be taken as a base; but the most convenient are 10, 20, 50, and 100. Observe that to multiply any even number by 50 we take half the even number and say that the result is hundreds. Thus to get  $42 \times 50$ ; take half of 42, which is 21, and say 21 hundreds; for  $42 \times 50 = 2100$ . In this way of finding squares, the multiplicand (the number to be multiplied by the base) is always an even number.

Find  $47^2$ . Steps: 50 (base); 3 ( $=50-47$ ); 6 ( $=$ twice the difference between 50 and 47); 44 ( $=50-6$ ); 22 ( $=$ half of 44); 2200 ( $=44 \times 50$ ); 9 ( $=3^2$ , square of difference between 50 and 47); 2209, result.

Find  $53^2$ . Steps: 50; 3; 6; 56; 28; 2800; 2809. Or, when the process becomes familiar, they will become these: 50, 56, 2800 and 9, 2809.

Find  $93^2$ . Take 100 as base. Steps: 100; 7; 14; 86; 8600; 49 ( $=7^2$ ); 8649.



Find  $88^2$ . Steps: 100; 12; 24; 76; 7600; 144 ( $=12^2$ ); 7744.

Find  $109^2$ . Steps: 100; 9; 18; 118; 11800; 81 ( $=9^2$ ); 11881.

Find  $113^2$ . Steps: 100; 13; 26; 126; 12600; 169 ( $=13^2$ ); 12769.  
Or in my mind, familiar with the method, it goes—100—26—12600—169—12769.

Find  $42^2$ . We might take 50 as the base, and proceed thus: 50; 8; 16; 34; 17; 1700; 64; 1764. Let us, however, try 40 as the base. Steps: 40; 2; 4; 44; 176 ( $=44 \times 4$ ); 1760 ( $=44 \times 40$ ); 4 ( $2^2$ ); 1764  $=42^2$ .

Find  $36^2$ , taking 30 as the base. Steps: 30; 6; 12; 42 ( $=30+12$ ); 126 ( $=42 \times 3$ ); 1260 ( $=42 \times 30$ ); 36 ( $=6^2$ ); 1260+36  $=1296=36^2$ . Or take 40 as base: then we say, 40; 4 ( $=40-36$ ); 8; 32 ( $=40-8$ ); 128 ( $=32 \times 4$ ); 1280 ( $=32 \times 40$ ); 16 ( $=4^2$ ); 1280+16  $=1296=36^2$ . Or take 50 as base: then we say, 50; 14; 28; 22 ( $=50-28$ ); 1100 ( $=22 \times 50$ ); 496 ( $=14^2$ ); 1100+196  $=1296=36^2$ .

I think that teachers who have to look over the work of classes in algebra and to verify squarings will find this a method worth practicing. It may be used some times with large numbers. For example, find the square of 987 mentally. Process: 1000 (as base), 13, 26, 974, 974000, 169, 974169. Square 518. Take 500 as base (notice that in multiplying by 500 we take half the multiplicand and call it thousands): 500, 18, 36, 536, 268, 268000, 324, 268324. This is rather hard for mental operation; but if the work is to be done with a pen, noting down the steps, it can be done quicker than by a full multiplication in the ordinary way.

Is an explanation sought? For it, resort to algebra. Let  $a$  represent the number to be squared, and let  $b$  stand for the difference between it and the assumed base number. Then it will be seen that in this process  $a+b$  is multiplied by  $a-b$  and  $b^2$  is added: that is,  $a^2 = (a+b)(a-b) + b^2$ , which is only the familiar statement  $(a+b)(a-b) = a^2 - b^2$  altered by transposing  $b^2$ . The method was invented while I was trying to use this familiar formula for the purpose of making squares; as soon as it occurred to me to make  $a+b$  or  $a-b$  always equal to a number ending with a cipher, I had hit upon it.

For mental operations, methods are of value that are of no use when one works with a pen. Often the ordinary methods should be reversed in order. Thus to multiply 46 by 23 mentally, I should multiply 46 by the 2 (2 tens or 20) first, and next multiply the 4 (which is 40) by the 3, and add this product to the former product; and finally I should multiply the 6 by the 3, and add the product to the previous sum. For pen work this would be awkward; but for mental work it is much easier than to follow the written-arithmetic way.

## THE GRADED-SCHOOL ECONOMY.

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J. N. HOLLOWAY.

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THE economy of the graded-school system may be considered under three heads, viz: supervision, teaching, and results. The first implies the directing force, the second the agents of that force, and the third the effect of that force.

The superintendent is the directing intelligence of a graded school—the brains, the soul and the moving-power of the whole concern. His plans comprehend the entire school, running through it from the bottom to the top; and, with the view of carrying out those plans, he organizes his school and arranges his forces. For this reason, every thing is properly placed under his control and moves according to his direction. His teachers are his agents, or assistants, and work under his supervision. He, in turn, aids them in the special performance of their duties by advice and suggestion.

The qualifications of a superintendent are more in quality and kind than those of any other teacher. He must be not only in the fullest sense of the word a teacher, but he must possess the commanding and the organizing powers of a general. He works through agents, and he must be able to distribute and direct them as the general does his marshals. As the whole school is constantly in motion, and the progress of the pupils of each class varies, the most advanced of one class overtaking the slowest in the next higher class in real knowledge and ability, he must be ready and able at stated times to reorganize the classes of each department.

The position of superintendent is one of great responsibility. Upon him depends, in a great measure, the success of the school. His influence, ideas and plans pervade the entire school and give it tone and character. He is the master-workman, that lays down on his trestle-board his plans and designs to guide the operators. He is the real artist, using not his own hands, but directing the unskilled strokes of others.

Assistants are designed to do the school-room work, according to the direction of the superintendent. The plan of a graded school does not contemplate that they know much about the science of education, the philosophy of methods, nor comprehend the remote designs of the chief master. It is essential for them to know the *what* and the *how*, and possess the natural fitness. It would be better for them to know

the *why*, to understand the philosophy of their work and enjoy the blessings of a liberal education, that they might throw more soul and life and power into their efforts, and enter more fully into the designs of the superintendent; but, as yet, assistants with such attainments can not be procured in sufficient number.

But assistants who are familiar with the subjects which they teach and the best methods of teaching them, who possess the instinct of common sense and are 'apt to teach', are not failures, and should not be styled *organ-grinders*. They are the great workers, and, as a general thing, the successful workers, in our graded schools. Many of them do better work in their appropriate sphere than some of the most learned educators could achieve. Knowledge outside of the subject taught helps in teaching; but it is not the only requisite, nor the one most frequently lacking. Experience shows that some of our most scientific teachers have made most signal failures in school work.

In graded schools a pupil is classified and his position in school determined by his knowledge of certain subjects taught. The system itself considers nothing else; and unless it is supplemented by the teachers, it will fail to secure many of the important ends of education. The morals, the manners and the disposition of scholars are cultivated not by system and methods, but by the 'unconscious tuition' of the teacher. The inspiring of pupils with zeal and the awakening in them a love for study spring from the natural gifts of teachers. There are so many things to be done in school that can not be anticipated, and so many ways of doing those things, that the best way in each case, depending, as it does, on circumstances, can not be prescribed. Assistant teachers, therefore, must frequently be guided by their own judgment, tax all their resources, and give full play to their originality.

The object to be accomplished by a graded school is to supply constantly each pupil with the most suitable conditions for mental growth, and to impart that information which will be the most useful to him in practical life. These conditions and kinds of information are prescribed and called a course of study. The pupils are graded by their mental qualifications, and their place to begin in the course of study is determined by the same test. The pupils of each grade are then divided into classes of suitable size and distributed among the rooms. Each class is taken over a certain amount of ground in a specified time. As the progress of pupils is unequal, at the expiration of that time it will be profitable for some to advance to a higher grade and take up new work, and for others to turn back and review; and, to determine

to which class each pupil belongs, the test of an examination is applied.

The maximum number of pupils which a single teacher can properly manage is sixty. In a graded school these will be composed of children either of the same grade or adjoining grades. The maximum number of pupils for each class is about twenty, so that each teacher can usually divide her school into three classes. Thus, by the graded system, a school of seven hundred pupils, of thirty-six different grades, may be taught by twelve teachers, each having only three classes. In addition to this, we have the superintendent to guard the interests of the school, to maintain by skillful management the organization in its march of progress, and to render more efficient each teacher by his suggestions and oversight.

Graded schools are peculiarly American, and were shaped by the necessities of our people. They are only in their infancy, the graded schools of Boston having been established within the last twenty years, and only a few schools are yet moulded by the system. Their object is to afford a free practical education to all the children of the land. They are devised so as to secure the best school possible for the same amount of money and with the best teaching-force at command. Divided, as they are, into different departments, they secure the exclusive exercise of the peculiar and natural gifts of each teacher, and make the success of the entire school a personal responsibility through a superintendent. They provide suitable instruction for pupils of every grade of advancement, and prompt the ambition of each for higher attainments.

Though there are beauty and excellency in the graded-school system, yet it is only a system, and its success depends upon those whose duty it is to adapt it to circumstances and impart to it life and activity. It is the way in which the American idea of the universal education of the masses has sought practically to develop itself and work out its grand destiny. Though, considering the elements with which it has to deal and the ends it seeks to attain, it is the best that can be devised, yet it is not perfect, is open to serious objections, and very frequently suffers from bungling hands. I hope, at some future time, to notice some of these objections and the mismanagement of the system.

*Centralia, Illinois.*

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THE province of education is to watch and assist, and shape the development; to train and strengthen, and discipline no one faculty alone, but each according to its intrinsic and relative importance.

## A FEW WORDS ABOUT WORDS.

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LOURA A. THOMPSON.

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WE some times hear it said, "He understands Grammar: strange that he speaks no more correctly." 'Strange!' indeed. But of what use are grammatical rules, unless they are so frequently applied as to engraft a habitual, natural use upon one's daily language? There is a great fault here in home training: due some times to illiterate parents, again to a carelessness in speech—correct usage being reserved, like one's company face, for grand occasions. Teachers can not effect a radical cure, but can do much to break up the habit, by timely correction and good example. Since language is our only reliable vehicle of expression, it should be kept in its purity; and to the teacher falls the task, which should be a labor of love, of preserving by actual teaching, and full as much by correct use of word and idiom, this divine gift by which God spake to man, and man speaks to God in worship or meditation.

Question may be raised as to how far it is profitable to carry the mere technical analysis, over which the student often spends months of arduous labor to attain rapidity and accuracy. This must be decided by the end to be gained. Grammatical forms and constructions can never be too familiar; but grammatical analysis is but a means to an end, it being valuable only so far as it teaches to discriminate between this and that, to weigh probabilities—in short, to understand and appreciate the free, full force of the author's meaning.

But a complete study of Grammar develops imperceptibly into the higher sphere of language, which, embracing in its grasp all the tongues and dialects of the earth, is yet made up of single words, that may now and then delight the child by some curious meaning wrapt up in their structure. What child would not be delighted to find a real significance in almost every word he uses, often even in his own name? Will not the distinction between right and wrong take on a new face when he knows that wrong comes from *to wring*, and is that which is wrung or distorted from the right? Should he query why one hand is *right*, the other *left*, show him that the latter is the one we usually leave, inasmuch as we employ the right twenty times where the other is left.

Whole groups of words may be associated in his mind in an inseparable connection: for instance, the words *shear*, *share*, *shore*, *shire*,

*shred*, *shears*, are all from one word signifying to divide. So with *stock*, *post*, and many others.

Some may turn aside here with "This is no part of my work. I am not familiar with these, and have no time to bring them up." But you have—daily, hourly. Scarcely a book on the English language but carries you back to the very root of the whole matter; and even one illustration in a day is some gain. Scarce a name applied to the whole creation, animate or inanimate, but is instinct with life and brings its lesson. Even the little daisy, sung by poets since first it was immortalized by Burns, pays its homage to the sun: daisy being but a contraction of *daisie*—from *day's eye*, from a fancied resemblance of the yellow disk and white florets of the little flower to the god of day. Common words become curious: the *brunt* of the battle is that where it burns the most fiercely; *heaven* is the perfect of *to heave*, and is so called because it is *heaven up*, being properly the sky raised aloft; candidate has lost its symbolism of purity, and, in these days of speculation and corrupt administrations, hides its derivation for very shame. We might multiply illustrations by the hour; but these will show what a vast field of acquisition is at our very doors. Cultivate it: it will do *you* good.

Trench says, "It is the first characteristic of a well-dressed man that his clothes fit him: they are not too small and shrunken here, too large and loose there. Now, it is precisely such a prime characteristic of a good style that the words fit close to the thoughts: they will not be too big here, hanging like a giant's robe on the limbs of a dwarf; nor too small there, as a boy's garments into which the man has painfully and ridiculously thrust himself." Evidently, clearness of understanding the force of words gives precision in perceiving what words will be the 'fittest exponents of thought'. Besides, it will arouse in your pupils a curiosity to dig deep into words for their treasures, and, so far from being dull or uninteresting, will be a genuine delight. With more advanced reading will come customs, faiths, and whole chapters in history, which may be read by single words. This taste, by skillful handling, may develop into a keen insight into the depths of meaning in the works of the masters of literature, and a genuine relish for solid mental food, in stead of the sentimental, trashy stuff which gluts the market. The barbarous jargon which offends our ears will be corrected, tastes refined, and the teacher, from being an unwilling servant to an unappreciative public, will elevate a noble occupation.

## "THE CRAMMING SYSTEM."

*"Audi alteram partem."*

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DARIUS H. PINGREY.

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DURING the last one or two years, some would-be Solons of the land claim to have made the discovery that our common-school system is radically wrong and 'ought to be turned upside down'. It is asserted that all diseases, whether mental or physical, are caused by the cramming process and the number of hours spent by pupils in the school-room.

The assertion that six hours are too many for a school-day is controverted by considering the facts in the case. During the six hours, pupils have a recess in the forenoon, one at noon, and another in the afternoon. They are taught only five and a half hours per day in the higher grades, and five hours in the primary grades. This being the true statement, it would seem very difficult to find, in this current six-hour system, any thing which is so 'ruinous to health' as claimed by Scribner's Monthly, or the 'crooked spines' spoken of by Fanny Fern, or the general mental derangement of pupils described by the wise men of Boston.

The statement that the majority of diseases at the present time may be traced to overtaxation of the mental powers of the young in school, both male and female, is a gross exaggeration. In the first place, a great number of children never enter school at all. One half of those that do enter leave school before they can read a newspaper, or solve the simplest examples in fractions. This being the case, as statistics show, the majority of children do not receive sufficient schooling to ruin their health, even if the public schools are destructive to body and mind, as is asserted by our modern Solons. There are many causes that produce diseases with which our school system has no connection. Some of the diseases which afflict the present generation are hereditary; others are produced by the neglect of physical exercises and the adoption of wrong fashions in dress. The nervous system of pupils is often unduly developed by the use of improper regimen, the use of tobacco, of liquor, and stimulating drugs. Late hours and other dissipations have a great influence in undermining the constitution. The rate of mortality is increased in cities by crowding people into close and unhealthful quarters, thereby sowing the seeds of disease.

The neglect of physical exercises is one great cause why the majority of females are feeble. It is a well-established fact that a sound mind can only be found in a sound body. By neglecting physical exercise the body becomes weak, then the mind, and then disease follows. No girl or young lady who belongs to the highest circles of society is required to do domestic work, in these days of fashion, though it has been established by a series of statistics that no work is so well calculated as this to develop and strengthen the muscles and improve the general health. The body, not being exerted, becomes weak; the heart and lungs are deranged in their normal action by the wrong fashion in dress. This being the state of things, disease is produced, and the cause is claimed to be found in the school-system of the country.

Neglecting hygienic laws has produced a far greater amount of consumption among the young, both males and females, and a much lower state of the vital forces, than formerly. Sons, and daughters also, are often injured in health by the blind indulgence of their parents; when these sons become their own masters, they pursue, after their own fashions or humor, a career of self-indulgence which continues to impair their health. These ruinous effects are accounted for as being the results of overtaxation while at school, when, in reality, they are the results of the wrong teachings of parents.

Health is often ruined by the overexertion to which young men are now stimulated in the rivalries of mercantile and other business pursuits and the race for wealth and eminence. There is another agency which has a most unfavorable influence on the present generation: that is, the increased use of stimulants and narcotics. This may consist in the use of spirituous liquors and tobacco, or of strong tea and coffee, or of opium.

The decision of the learned physicians of Boston, that the common-school system is wrong, and that it lays the foundation of disease, was the result of the workings of what politicians term 'a wheel within a wheel'. They gave that decision because they dare not tell parents of their wrong teachings to their children. So far as cramming is concerned, there is a great hue and cry made, when there is no foundation for this great noise. The lessons which pupils are required to learn are easy tasks for pupils of healthy bodies and minds.

Notwithstanding the opposition to our system of public instruction, it is believed in by the great majority of the American people. Within the last fifty years a wonderful advance has been made in the system of common schools. Some individuals, fossils of a previous period



in the history of education, are endeavoring to throw the sins of the whole community upon the public schools. They do it to gain the approbation and patronage of parents who stand responsible in the sight of God for the feeble constitutions of their children; they do it to please the young men and young women who have destroyed their health by indulging in all the dissipations which have become common in society. Whoever opposes common schools is not a friend to advancement. Whoever strives to revolutionize the school-system of the country is retarding civilization. It may be improved in the future, but not by revolution.

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## OF METHODS IN GEOMETRY.

T. H. SAFFORD.

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GEOMETRY, whenever and wherever taught, always involves the same series of steps; about as follows:

1. Analysis of objects and comprehension of *concrete* geometrical forms. The pupil must learn to distinguish between a triangle and a quadrilateral, a rectangle and a rhomboid, a circle and an ellipse, which he sees before him, either in a building, a house-lot, a garment, or upon the blackboard.

2. The abstraction from these material forms of all qualities save geometrical ones; combined with an understanding of the relation between pure geometrical form and its representation on the blackboard, slate, paper.

It is well if he acquire at the same time the capacity of geometrical construction with ruler, pencil, triangle, T square, dividers; free-hand drawing having to some extent been combined with the first step.

3. The apprehension of theorems, their meaning, and how to apply them in practice. The pupil must be taught to derive theorems by intuition, or inspection, by induction, by elementary processes of the understanding which do not include the whole strict chain of reasoning, but which yet leave a sufficiently distinct half-sensuous impression on the mind, and at the same time excite a longing for more. Such processes are those of ordinary arithmetic; and such should be the processes of the rudimentary geometry which is to be taught in our grammar schools.

4. The last form in which geometry is taught is that of the perfect demonstration, not to be memorized, but developed in the pupils' minds.

The third and fourth steps, rightly conducted, are of very great value as linguistic training. In the third stage the pupil is trained to use words as the names of things, as expressing their *essential* qualities; and to define the forms with precision by those qualities. He learns in the concrete manner to distinguish between essence and accident, substance and form. While in the fourth stage he learns practical logic, the syllogism, the conversion of propositions, and so forth.

It will be seen from all that I have said that the training of our normal schools ought first to be perfectly consistent with itself. The same method ought to be employed in their higher classes as in their lower.

The future teachers ought, in my judgment, to be taught mathematics—as far as they learn it at all—by the very same heuristic or oral developing method which is employed in teaching primary scholars to add, subtract, multiply, and divide.

And again, the same method should be employed in our colleges. Euclid should no more be set up as an object of blind adoration in our schools than Aristotle's philosophy; nor should Legendre, the representative of a transition epoch in geometry, take his place as an idol. Before any text-book is placed in students' hands to be memorized, the student should have learned to think out propositions similar to those in the book.

All our schools where geometry is now studied will do well to go over less ground in a more original manner; then, and not till then, shall we have our due proportion of those who can not only memorize but think geometry; then, and not till then, will the science cease to be disliked by every one, whether teacher or pupil, who is not what they call a 'born mathematician'.

In arranging a course of study, I should say that the first and second grades above mentioned ought to be nearly if not entirely completed when the grammar school is reached; that the third step should be there attended to, and the fourth step should be completed in the high school.

But it will not, perhaps, be possible, for some time to come, to do more than reach the second step in the schools below the grammar school. This being so—and it seems to be so even in Prussia,—our teachers must content themselves with a brief course upon the second and third steps.

The text-book for grammar schools and the text-book for the high school ought to be especially arranged for the development method;

brief, condensed, hinting at the things required, affording help in memorizing matter ALREADY KNOWN, they should be what the Germans call *Leitfäden*—‘outlines’, as I may translate the word,—which means ‘leading-strings’, and by no means the complete scientific treatises which now overload the satchels and brains of our pupils.

I have before me a celebrated and admirable German text-book for *six years’ work* on Elementary Mathematics—Algebra; Geometry, Plane and Solid; Trigonometry, Plane and Spherical. It occupies just 131 pages in small octavo; very nearly one half the space occupied by Robinson’s Elementary Algebra. Plane Geometry fills 47 pages; Algebra, 50 pages; Solid Geometry, 18 pages; Trigonometry, 16 pages. The book is thought in Germany to be rather too compressed; but another work, of about 400 pages—covering the same ground,—much too diffuse.

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## W E A K M E M O R I E S .

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GRACE C. BIBB.

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FEW of us reason *ab initio*. We do not ourselves collate the data from which our thought proceeds, nor do we reach conclusions by new routes: we follow beaten paths; we walk in the lengthening shadows of the pioneers.

A primary difficulty in education lies in the fact that thought-data are so lightly grasped, so speedily forgotten. Facts in science, literary miscellany, illustrative anecdote, dates in history, items of general news, form, in most memories, an insoluble compound—a chemical composition useless in itself and incapable of resolution into its original elements. Of course, the great superinducing causes of this condition of the mind are to be sought and found outside of the school-room, in the peculiar conditions of American life—its hurry, its variety, its instability. The staple of our reading is but of transient interest: our newspapers are series of dissolving views; our popular novels are creatures merely of the day; our magazines are the veriest ephemera. We read for the moment’s pleasure, for the moment’s profit, for the moment’s rest.

We acquire bad habits of study, because we already possess bad habits of reading. That which only attentive perusal and more attent-

ive re-reading will fix in the mind is lightly skimmed and contentedly lost sight of. We wonder, some times, in view of this direful facility of forgetting, whether we can ever afford to read what we do not care to remember, and we are tempted to exaggerate the evils of libraries, rather than to dwell upon their untold advantages; to remember only that they serve to relieve individuals from the responsibility of a guardianship of knowledge, even if they do not lower the prevailing literary taste by sending out so many books of the class toward which oblivion is only charity.

All outside influences, except as they affect us in our own proper persons, lie almost wholly in a sphere beyond our control; but whether they are always to fall on minds prepared by previous training to yield at once to them, or whether they are to fail of effect because opposed by the result of a different culture, is a question for our decision.

There can be no greater occasion for solicitude than that which arises when a conviction is forced upon us of the transitory nature of much knowledge gained in the school-room. It is fashionable to deery any attempt to cultivate memory as unphilosophical and absurd. This is scarcely to be wondered at when considered as the natural reäction against the merely mechanical processes of the days when young ladies' minds were 'formed' upon the precepts of Mrs. Hannah More—the days of samplers, albeit, and of good memories. It would be wise were we to combine a few old methods with many new ones, and prove thereby that memory and reflection are not incompatible.

What results do we obtain in our teaching of history and kindred subjects appealing directly to the power of recollection? Every where a conscientious effort to develop the more purely philosophical science has led to such a conduct of recitation as to involve the widest range of thought; where much time has been occupied in the discussion of various historical conditions; where it has been taught that historic periods are not to be considered by themselves, but are to be regarded rather as the concretions of long series of events, the centres of wide circles of definite influence; where careful analysis has been made; where subjects have been treated in their entirety as well as in their elements; the lapse of a brief period is sufficient to resolve what seemed knowledge into a constituent element of that intangible whole popularly known as 'an education'.

That a result so unsatisfactory should follow seems traceable to a failure of the memory to retain some of the data from which the reasoning proceeded and upon which the whole superstructure rests. It is true, also, that much of what we term, in education, the process of

awakening thought consists in the establishment between pupil and teacher of a species of magnetic or sympathetic relation, during whose continuance the reasoning is dual and a line of argument already adopted is transferred to the learner's mind, rather than evolved from it, by a series of interdependent questions and answers. The process ceases when the stimulus is withdrawn, and its reproduction will be improbable, since the queries to which the child's mind responded will not often suggest themselves.

We do not for a moment intend to argue that the method above referred to is unpedagogical, but only that an examination of it as a complex mental process will lead to the conviction that it can be of little permanent value, except in so far as it appeals to a memory stronger in its retentive power than the average memory of to-day.

*How* much we may accomplish in a field so wide is uncertain; but we may certainly do something, especially if we discourage as much as in us lies the time-honored and most mischievous *review*. Just as out of the school-room we neglect much valuable information presented to us in our general reading from a fatal facility of reference, so in the class-work of every day there is an unmistakable tendency to neglect until the 'review' the grouping of acquired facts and the binding of each lesson to all other lessons. The difficulty of this grouping—no slight one even under favorable circumstances—thus becomes almost an impossibility. Let us pause to consider that the association of facts is our most powerful auxiliary in fixing single truths and the only certain means of recalling them; further, that this connection and relation is best shown day by day. Just as that which may be done at any time is seldom done at all, so that which may be reviewed at any time is seldom thoroughly learned. It was a wise general who, invading the enemy's country, burned his boats.

Let the relation of each new fact to other facts be shown. Let the pupil discover that a lesson once discussed will never, as a whole, be again before the class, but that the knowledge gained from it will be in constant requisition. Let him feel that there is no retreat possible; that he *must* go forward, and going forward, must be conquered or conquer. When we shall have impressed our scholars fully with the belief that it is possible to learn certain things so as not only to remember them for a day but to know them for all time, we shall have done much.

It is probable, however, that indirect measures may wisely be supplemented by direct modes of culture. While perfect freedom of

thought and of expression is always to be encouraged, it still would be no abridgment of the most complete liberty if the habit of committing to memory were to be formed in the primary school and thereafter continued. The child may begin with maxims or little poems suited to his comprehension, and may go on from year to year, becoming acquainted with authors and acquiring a taste for good literature. The prejudice still existing against public recitations by girls would disappear, were this recitation of prose extracts or of poems to be regarded as definite class-work, undertaken with a twofold object, and as much a matter of course as Latin or Algebra.

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## OFFICIAL DEPARTMENT.

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DEPARTMENT OF PUBLIC INSTRUCTION, }  
*Springfield, Ill., April, 1872.* }

THE bill for an act to establish and maintain a system of free schools, known as Senate Bill No. 37, has passed both branches of the General Assembly, and will doubtless be approved, and be in force from and after July first, 1872. The numbers of the sections are the same in the new law as in the old one, so that the two can be easily compared. The principal changes, hastily sketched, made in existing school-laws by this new law, are as follows:

Section 16—Requires county superintendents of schools to apportion the distributable funds coming into their hands according to the number of children under twenty-one years of age, returned to them.

Section 20—Provides for the visitation of schools by county superintendents, only when "so directed by the county board."

Section 23—Provides for the consolidation of any fractional township containing less than forty persons under twenty-one years of age with an adjacent township, upon petition of a majority of the inhabitants of such fractional township, and by written agreement with the trustees of such adjacent township.

Section 25—Changes the time for the stated annual election of township trustees of schools to the second Saturday in April.

Section 27—Provides that, in townships which are identical in boundary with the civil towns (in counties under township organization), school trustees shall be elected at the same time and in the same

manner as town officers; and legalizes all elections of trustees heretofore so held.

Section 29—Changes the day of elections to fill vacancies in the board of trustees to Saturday.

Section 30—Requires the returns of elections of trustees to be made within ten days thereafter, and prescribes penalty for failure therein.

Section 32—Requires the township treasurer to be a resident of the township, and fixes his term of office at one year.

Section 33—Takes from trustees the power to change district boundaries after they have once been established, except upon petition of a majority of the voters of the territory concerned; and *requires* them, when any such petition is presented at any regular meeting, to make the changes designated and called for therein. This rule applies to all the cases of change of boundary that can arise.

Provides for the deduction of debts, before dividing the funds and property, when new districts are formed, and carefully prescribes the manner of proceeding in the appraisal and apportionment of property, and fixes the basis on which the funds shall be divided between the old and new districts; and makes trustees liable for failure to distribute funds and property as directed.

Requires copy of record and map to be filed in the office of county clerk, within ten days after any changes of district boundaries, and makes compliance with this requirement essential to the validity of all such changes.

Section 34—Makes the number of children under twenty-one years of age the basis on which funds shall be distributed to districts.

Section 35—Provides for the establishment and maintenance of township high schools, in certain cases.

Section 36—Requires enumeration to be made of persons between the ages of twelve and twenty-one who are unable to read and write.

Section 39—Permits directors, in their discretion, to grant the temporary use of school-houses "for religious meetings and Sunday schools, for evening schools and for literary societies, and for such other meetings as they may deem proper."

Section 40—Declares the township treasurer to be "the only lawful depository and custodian of all township and district school-funds."

Section 42—Fixes the first Saturday of April as the time for the stated annual election of school-directors, and provides that all other elections of directors shall be held on some Saturday.

Requires directors to make a written report of their receipts and ex-

penditures to the voters present at the annual election; also, to report to the township treasurer the same statistics in regard to illiteracy as are required of trustees.

Requires, under penalties, that returns of elections of directors shall be made to township treasurers, within ten days after all such elections.

Section 43—Authorizes directors to levy a tax to support free schools "for not less than five nor more than nine months in each year," and limits the amount that may be levied in any one year to "two per cent. for educational and three per cent. for building purposes."

Section 45—Requires collectors to make to township treasurers "statements of the uncollected taxes for each district," when any part of said taxes remain unpaid, on settlement with treasurers.

Section 47—Limits the amount that may be borrowed for building purposes, in any one year, to five per cent. (including previous indebtedness) of the taxable property of the district, as required by the Constitution of the state.

Section 48—Requires each board of directors to sustain free schools for at least five months in every year, and to secure to all children in the district, of proper age, "the right and opportunity to an equal education in such free schools."

Enjoins strict uniformity of text-books in the several schools, and forbids text-books to be changed oftener than once in four years.

Declares that no action shall lie against directors for the suspension or expulsion of pupils for incorrigibly bad conduct, and authorizes the directors to "provide that children under twelve years of age shall not be confined in school more than four hours daily."

Forbids directors to levy a tax to extend schools beyond *nine* months, without a vote of the people.

Section 50—Adds "the elements of the natural sciences, physiology, and laws of health," to the branches previously required of teachers as conditions of licensure; but with a *proviso* appended, "that county superintendents or boards of examiners may, on request of boards of directors, grant certificates to teachers who do not possess the qualifications for teaching the elements of natural science, physiology, or the laws of health." Vocal music and drawing are also authorized to be taught in the public schools. First-grade certificates are authorized to be granted to graduates of county normal schools, when the county board of education shall so direct.

Section 54—Makes all teachers' schedules payable monthly; and if



not so paid, interest to accrue thereon, and upon all unpaid portions thereof, at the rate of ten per cent. per annum, from date of filing with treasurer till paid. The school month is made to "comprise twenty-two school-days actually taught."

Section 57—Authorizes township treasurers to loan surplus district funds, upon the written request of the directors of the district to which such funds belong, but not otherwise.

Section 70—Requires the Auditor to apportion the state school-tax and interest funds to counties in proportion to the number of children in each county under the age of twenty-one years.

Section 71—Provides that "county superintendents of schools shall hereafter receive, in full for all services performed by them, such compensation as is or may be fixed by law."

Section 72—Provides that township treasurers shall receive, in full for their services, a compensation to be fixed prior to their appointment by the board of trustees.

Section 76—Provides that "any director failing to perform his duties as director, under this act, may be removed by the county superintendent, and a new election ordered, as in other cases of vacancy.

Section 77—Forbids the appropriation or grant of any school-funds or property for sectarian purposes; and also forbids any teacher or school-officer to be interested in the sale or profits of any book, apparatus or furniture, used or to be used in any school with which such teacher or school-officer is connected. The penalties for offending against the provisions of this section are fine and imprisonment.

Section 80—The section numbered 80 of the old law is stricken out, being now obsolete, and a new one is inserted, which provides for the establishment of schools in districts having a population of two thousand and upward, under boards of education to be elected by the people. It is also provided that in cities having a population of over one hundred thousand (Chicago), the board of education shall consist of fifteen members, to be *appointed* by the mayor with the consent of the council. This part of the section is in substantial conformity with the existing school-system of Chicago.

Section 83½—A new and important section, as follows:

"§ 83½—Any fractional township, not having the requisite number of inhabitants to petition for the sale of the school-lands therein, as provided in section 83, which has not heretofore been united with any other township for school purposes, and which does not contain a sufficient number of inhabitants to maintain a free school, is hereby at-

tached to the adjacent congressional township having the longest territorial line bordering on such fractional township, for school purposes; and all the provisions of this act shall apply to such united townships the same as though they were one and the same township."

Section 97—Is a sweeping repeal of all other general school-laws, and of all other acts or parts of acts inconsistent with this act, leaving this as the only free-school law in force in the state.

This law will not be in force till July first, 1872, as previously stated. Before that time, all boards of school-officers in the state will be supplied with copies of the act.

NEWTON BATEMAN, Sup't Public Instruction.

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NOTES ON OVERWORK.—Unwise above many is the man who considers every hour lost which is not spent in reading, writing, or in study; and not more rational is she who thinks every moment of her time lost which does not find her sewing. We once heard a man advise that a book of some kind be carried in the pocket, to be used in case of an unoccupied moment: such was his practice. He died early and fatuous. There are women who, after a hard day's work, will sit and sew by candle- or gas-light, until their eyes are almost blinded, or until certain pains about the shoulders come on, which are almost insupportable, and are only driven to bed by physical incapacity to work any longer. The sleep of the overworked, like that of those who do not work at all, is unsatisfying and unrefreshing; and both alike wake up in weariness, sadness, and languor, with an inevitable result, both dying prematurely. Let no one work in pain or weariness. When a man is tired, he ought to lie down until he is fully rested, when, with renovated strength, the work will be better done, done the sooner, and done with a self-sustained alacrity. The time taken from seven or eight hours' sleep out of each twenty-four is time not gained, but time much worse than lost: we can cheat ourselves, but we can not cheat Nature. A certain amount of food is necessary to a healthy body; but if less than that amount be furnished, decay commences the very hour. It is the same with sleep: any one who persists in allowing himself less than Nature requires will only hasten his arrival at the mad-house or the grave.

## EDITORIAL DEPARTMENT.

EDUCATIONAL STATISTICS.—It has been truly said that, if figures do not govern the world, they at least show how the world is governed. The value of accurate statistical information is coming to be recognized more and more every year. Statistical science, though comparatively new, has already advanced to an important position among its elder sisters. It is revolutionizing philosophy, remodeling legislation, rewriting history. It is revealing the fact that society, so far from being a mere aggregation of unrelated and disconnected units, is a complex organism subject to fixed laws; that effect follows cause here as inexorably as in the physical world. Hence, men are beginning to have great faith in figures. In every department of human activity they are collecting the statistics to show what has already been accomplished and what still remains to be done. But not until within a brief period has any attempt been made to collect and present the data showing the condition and results of our educational systems throughout the country. A few years ago, when the bill to establish the Bureau of Education was before Congress, Mr. Garfield, in advocating the measure, declared that he had "searched in vain for any complete or reliable statistics showing the educational condition of the whole country." Such information was not then to be had. Nor have we yet all that could be desired in this respect. Still, no one can read the reports sent out by our Commissioner of Education without being impressed with the value of the mass of facts and the generalizations from those facts which these pages contain. They are doing a work for the cause of education which nothing else could do. They are arresting the attention and awakening the interest of many who have heretofore been either indifferent or hostile. They have even received respectful consideration from that portion of the newspaper press which has usually manifested any thing but respect for the teacher and his work. An array of figures will convince many a man on whom the most logical arguments and the most earnest appeals would fall unheeded. We shall find these tables of statistics an invaluable aid in meeting the various questions that confront us, year by year, in this work of public education. Is it contended, as has so often been done, that the education of our schools does not tend to improve public morality? We need only refer to what is revealed in these reports concerning the relation of illiteracy to crime. Is the question raised whether education pays the community as a pecuniary investment? No better answer can be found than that afforded by the connection shown to exist between education and the amount of the revenue and postal receipts and the number of patents granted in different parts of the country. We know of no source from which a better idea can be gained of the magnitude and importance of the interests involved in our educational systems.

It is to be hoped that some plan will be devised by which greater uniformity and completeness may be secured in these statistics. So long as the making of returns to the authorities at Washington is purely voluntary on the part of the local school officers, there must continue to be more or less diversity and imperfection. If the

bill now before Congress requiring from the different states reports of educational statistics as a condition of their enjoying the benefit of the proposed educational fund should become a law, some improvement in this matter might be expected.

**UNRULY PUPILS.**—In the most of our schools the number of pupils who are positively and willfully unruly is very small. The great majority are usually well disposed and easily controlled. How many a teacher has felt that, if she were only well rid of five or six evil-disposed ones from among the fifty under her care, every thing would move along smoothly and pleasantly. The great question, then, in attempting to secure good government in the school is, What shall be done with these few unruly ones? Shall they be expelled from the school, shall they be kept in subjection by fear and superior force, or shall they be gradually trained up to habits of order and submission to reasonable regulations, and so won over to cheerful obedience? We are aware that it is very easy to cut the knot and settle the whole question by saying that our school is not a reform school, and we will have no such cases to annoy and baffle us; and where the troublesome pupils are fit subjects for the reform school that might do very well. But the unruly ones to whom we refer have not yet reached that stage, and whether they ever shall reach it not unfrequently depends upon the mode of treatment adopted by the teacher. There should be great hesitation and a long trial of patience before any pupil not positively criminal is finally expelled from school.

Shall the teacher, then, by the constant exercise of her authority and by the employment of brute force in the shape of corporal punishment keep these rebellious ones in subjection? We suppose that, so long as teachers are only human and children are not all angelic, the rod must some times be resorted to as an instrument of discipline in our schools, and that force must occasionally take the place of something better. But the teacher who relies solely or mainly upon such means to control her pupils will do well to change either her tactics or her profession. The number of children in our schools that are absolutely incorrigible, that can not be reached and controlled by gentle means, is almost infinitesimal. What the teacher needs to know is the way of approach, and this it is her business to learn. Every teacher possesses a certain amount of power to influence and direct those under her charge, and this power admits of cultivation just as much as any other. The habits, disposition, character of her pupils should be subjects of study not less than the branches to be taught. The aim should be to lead these unruly ones into better ways, to correct bad habits and to cultivate good ones, and to train them up to self-respect and self-control. This is a slow process. It can not be done in a day, nor a week, nor a term. It requires patience, persistence, and something of devotion to the work. It is not so short and easy a way as that of authority and compulsion, but then it is so much better to lead than to drive.

**COMPULSORY LAW NOT ENFORCED.**—We find in Commissioner Eaton's last report the following, taken from the thirty-fourth annual report of the Massachusetts Board of Education, relative to the operation of the compulsory law in that state. "It is true we have a compulsory law, with sufficient penalties, if it were enforced; but in many towns it is not only never enforced, but no disposition to enforce it is shown. Says General Oliver, whose experience and observation for two years as a state constable, specially delegated to see to the enforcement of this law, were

such that he knows, whereof he affirms, 'No body looks after it—neither town authorities, nor school committees, nor local police,—and the large cities and many of the towns of the state are full of unschooled children, vagabondizing about the streets and growing up in ignorance and to a heritage of sin. The mills all over the state, the shops in city and town, are full of children deprived of their right to such education as will fit them for the possibilities of their after-life, and no body thinks of obeying the school-laws. In fact, most persons are ignorant that there is any such law; so that, between those so ignorant and those that care for none of these things, we have no right to boast of compulsory education in Massachusetts.'"

In Michigan the law has been in operation but about six months, and hence we can not tell what result may yet be reached there. But the Michigan Teacher of a recent issue, in speaking of the law, says, "We have lost no opportunity to inquire as to its operation in different parts of the state, and the general word is that very little attention is paid to the law. But we wait. In common with most of our educators, we hailed its enactment with pleasure and hope, and do not like to give it up yet."

**NATIONAL AID TO EDUCATION.**—A bill has passed the lower house of Congress providing for the application of the proceeds of the public lands to the education of the people. The national government does not seek by this bill to assume control of the schools of the country, nor to interfere with the right of the states to conduct their own educational affairs in their own way. It is simply proposed to aid the states in this work by distributing among them the net proceeds derived from the sale of the public domain to be used by them in promoting public education. The bill provides that one half of the proceeds for each year shall be set apart as a 'National Educational Fund', and that the other half, together with the interest on this fund at five per cent., shall be apportioned to the different states and territories,—the distribution for the first ten years to be made according to the ratio of illiteracy in the respective populations, and thereafter upon the basis of the population between the ages of four and twenty-one. Each state and territory is entitled to share in this distribution, on condition that it shall provide by law for the free education of all its children. No state or territory is to be denied its share "for the reason that the laws thereof provide for separate schools for white children and black children, or because it refuses to organize a system of mixed schools." Another section requires, as a condition precedent to participation in this distribution, that an annual report of the school statistics of the state or territory shall be made to the Commissioner of Education at Washington. There is also a provision that a portion of this fund may be expended in the support of institutions designed to prepare teachers for the common schools. These are the main features of the bill now pending in the Senate. The measure seems to us a wise one. It is free from the objections which were urged against the bill introduced into Congress some time ago by Mr. Hoar, of Massachusetts. The distribution for the first ten years being on the basis of illiteracy would favor the Southern States, where such aid is most needed. It would tend to give us, what we never yet have had, a truly national system of education, while, at the same time, there would be no improper interference of the central government in the

affairs of the states. It might also serve to check this wholesale land-grabbing business which has been so corrupting and demoralizing to our national legislature. We hope that the bill will become a law.

NEWS.—It is an old saying that one must go away from home to learn the news of his own neighborhood. We find it stated by a contemporary published three or four hundred miles away that the Illinois State Teachers' Association at Dixon, last December, was a disastrous failure. This will be interesting news to those who attended that meeting. We believe the same high authority pronounced a similar sentence upon the National Association at St. Louis, last summer. We trust that our brother's malady has not become chronic.

### MONTHLY REPORTS FOR FEBRUARY.—

TOWN OR CITY.	No. of Pupils Enrolled.	No. of Days of School.	Average No. Belonging.	Av. Daily Attendance.	Per ct. of Attendance.	No. of Tardinesses.	No. neither Absent nor Tardy.	PRINCIPAL OR SUPERINTENDENT.
St. Louis.....	27389	50	22390	20786	93	9748	....	W. T. Harris.
Chicago.....	26667	18	24601	22886	93	7882	....	J. L. Pickard.
Decatur.....	1693	20	1579	1433	92.9	407	490	E. A. Gastman.
Danville.....	1041	20	924	816	88.3	65	204	J. Y. Shedd.
Pekin.....	778	19	738	641	86.8	430	125	Geo. Colvin.
Macomb.....	639	20	593	547	93.6	188	227	M. Andrews.
Princeton.....	604	20	573	545	95	86	214	C. P. Snow.
Centralia.....	560	22	521	495	95	146	221	J. N. Holloway.
Dixon.....	541	20	506	463	92	348	110	E. C. Smith.
Shelbyville.....	516	20	503	409	85	203	139	Jephthah Hobbs.
Galva.....	425	20	407	363	89.2	142	110	Alfred Clark.
Mattoon (West Side).....	365	20	296	283	95.8	211	53	J. H. Thompson.
Lewistown.....	364	20	329	304	92.4	55	114	Cyrus Cook.
Henry.....	359	21	330	304	92	57	88	J. S. McClung.
Lexington.....	314	21	274	243	87	455	34	Dani. J. Poor.
De Kalb.....	285	20	263	241	92	109	77	Etta S. Dunbar.
Chester.....	282	21	273	218	80	277	....	C. L. Howard.
Arcola.....	273	22	230	207	90	108	40	M. Waters.
Belvidere (North Side).....	268	21	252	234	93	35	121	H. J. Sherrill.
North Dixon.....	194	20	186	173	92.9	190	64	J. V. Thomas.
Heyworth.....	180	21	152	127	84.2	152	21	J. R. McGregor.
Yates City.....	171	19	151	140	93	75	39	A. C. Bloomer.
Marion.....	166	21	149	133	89	222	33	E. Philbrook.
Lyndon.....	118	21	105	99	87.3	59	59	O. M. Cray.
Creston.....	110	21	107	90	84	17	24	P. R. Walker.

### PERSONAL AND GENERAL ITEMS.

MISS ANNA C. BRACKETT, Principal of the St. Louis Normal School, is soon to resign the position which she has so long and successfully filled, and open a school for girls in New-York City. Such a school is much needed; and we know of no one better qualified to undertake the task of establishing it than Miss Brackett. Of a certain sort of young ladies' seminaries the country has, indeed, already more than enough: institutions where the course of study consists of a little music, a little French, and a vast deal of nothing; *finishing* schools, as they are called, where young women are indeed finished beyond all hope. But Miss Brackett proposes to establish a school not for finishing young ladies, but for educating them.

DR. GEO. VASEY, Curator of the Museum of Natural History at Normal, has

received an appointment as botanist of the Agricultural Department at Washington. Dr. Vasey has occupied his present position for nearly two years, and has rendered valuable service to the Natural-History Society and to the state. He is probably the best botanist in the state, is well versed in the different departments of Natural History, and is peculiarly fitted for the office which he now holds. While we congratulate him upon the appointment which he has received, we can not but express the hope that our state will have sufficient appreciation of his services and his merits to make it worth his while to remain with us. Should he decide to leave, it would be no easy matter to fill his place.

REV. DR. ROBINSON, of Rochester, has accepted the Presidency of Brown University, to which he was recently elected.

E. DARROW, Professor of Ancient Languages in the Michigan State Normal School at Ypsilanti, died, of consumption, January 31, at the age of 29 years.

MASSACHUSETTS has appropriated \$75,000 for another normal school, to be located at Worcester. This will be the fifth in the state.

CHINA is said to have appropriated \$1,500,000 to educate a number of young Chinamen in the United States. Thirty are to be sent each year.

CORNELL UNIVERSITY has a class in Chinese.

A WOMAN has gained the highest prize for Greek scholarship in the University of Missouri, and it is reported that the best Greek scholar in Michigan University is a woman. The young men will have to look to their laurels.

HENRY F. HOLCOMB, a member of the last graduating class of the State Normal University, died, of brain fever, at his home in Libertyville, Lake county, Tuesday, March 12. He is the second member of that class who has died since the day of graduation.

THE German government has made education compulsory in the provinces of Alsace and Lorraine, which were wrested from France in the recent struggle between those nations.

HON. GEO. BANCROFT, American Minister at Berlin and a graduate of Harvard, has given that institution \$10,000 to found a scholarship, the incumbent of which is to have leave to repair to a foreign country for instruction.

THE trustees of Cornell University have voted to admit women to that institution. President White has been visiting the western colleges where women are admitted, and has become convinced of the feasibility and the wisdom of the plan. It was reported, a short time since, that Mr. Sage had offered to give the university one hundred thousand dollars on condition that women should be admitted to all the privileges of the institution. Does that explain the vote of the trustees?

THE Indiana State Normal School at Terre Haute had last term an enrollment of seventy-eight. The exercises were appointed for the close of the term, March 19. Five others are to complete the course in June. In the model school were one hundred and thirty pupils.

THE school at Yates City graduates a class of six this year,—the first graduating class.

THE schools at Arcola were stopped three weeks on account of small-pox, and after that the whooping-cough seriously diminished the attendance.

THE Peoria schools, except in the two lower districts, were reopened March 25th. All the schools will probably be in operation April 1st.

## EDUCATIONAL NEWS.

## ILLINOIS.

CRAWFORD COUNTY.—The teachers of this county held an institute at Robinson, commencing Wednesday, February 14th, and continuing three days. The institute was opened with an address by Dr. Burner, County Superintendent. The exercises were conducted by Dr. Thomas Holmes, of Union Christian College, Merom, Ind. The subjects presented were—Grammar, Arithmetic, Geography, Reading, and Orthography. Evening lectures were delivered by Mr. H. C. Bell, Dr. Holmes, and Mrs. Holmes. Among the resolutions adopted we find the following, which leave no doubt where the teachers of Crawford county stand on the subjects mentioned.

(1) That lady teachers, who perform equal labor, and perform it as well as gentlemen, should receive equal wages.

(2) That we earnestly protest against the habit of using tobacco in the school-room either by teacher or pupil.

(3) That, in our opinion, any one who habitually makes use of profane language should not be granted a certificate to teach school in Crawford county.

(4) That any one who habitually makes use of intoxicating liquors as a beverage should not be granted a certificate to teach school in Crawford county.

KNOX COUNTY.—The semi-annual Teachers' Institute of this county will be held in the High-School building at Knoxville, on the 17th, 18th, 19th and 20th, of April, 1872. The citizens of Knoxville will entertain teachers in attendance *free*.  
F. CHRISTIANER, Co. Sup't.

## FROM ABROAD.

CANADA.—Dr. Ryerson was appointed Superintendent of Education for Ontario in 1844, and for twenty-eight years in succession he has held that office, laboring faithfully and efficiently in the cause of public education in that province. The gratifying results that have been reached there are largely due to his untiring efforts. The last legislature abolished the rate-bills, and the public schools are to be henceforth free to all residents between the ages of 5 and 21 years. The entire school population between the ages of 5 and 16 years is 483,966, and the number of pupils between those ages attending school is 420,488, or nearly 87 per cent. This speaks well for the efficiency of the system. The salaries of teachers are low, but there is a fund from which those who wear themselves out in the service may obtain assistance. The average yearly salary of male teachers in counties is \$260, of female teachers, \$187; in cities, of male teachers, \$597, of female teachers, \$231. We notice some excellent provisions of the law relating to school accommodations: as, that the site for the school-house shall be not less than half an acre in extent, and that the walls of the school-house shall not be less than ten feet high in the clear, and shall contain not less than nine square feet on the floor for each child in attendance, and shall be sufficiently warmed and ventilated, and the premises properly drained. The public money may be withheld from those districts failing to comply with these regulations. Free public libraries also consti-



tute a valuable feature in their system. The total number of these libraries in Ontario is 3,968, containing 759,358 volumes. The school system of Ontario, as set forth in the report of Dr. Ryerson, from which the above items have been gleaned, has much that is worthy of approval and imitation.

ENGLAND.—The new system of education in England, with all its valuable features, is by no means working smoothly. The power which it gave localities to establish denominational schools, under rigid restrictions as to religious instruction, has been taken advantage of by the Established Church, owing to its enormous wealth, to set up a great number—so great, indeed, that through a great portion of the country the new schools are virtually in the hands of the clergy. This has infuriated the Dissenters, who are every where up in arms against it, and have been holding a great conference at Manchester with the view of forcing the government into some sort of compromise; and their hostility is so great that it is believed a general election would now be a dangerous experiment for Mr. Gladstone. Mr. Lowe has made a pacificatory speech, in which he says he sympathizes with the Dissenters, but that the Government did all it was possible for them to do without running the risk of leaving another whole generation uneducated.

The Nation.

PENNSYLVANIA.—The report of the Superintendent of the Common Schools of this state shows a healthy progress in educational matters. The number of teachers employed is 18,021; average salary of male teachers, \$41.04; of female teachers, \$32.86; average length of schools in months, 6.36; number of pupils, 834,614; average number, 567,188; average cost of tuition per month for each pupil, .98; total cost of schools, including expenditures of all kinds, \$8,580,918.33. During the year 1870, Philadelphia expended for school purposes \$1,491,029.58. Her male teachers were paid an average salary of \$137.54, and her female teachers \$43.40. The school system of Philadelphia has for a long time been far from satisfactory to her best school-men. There has been an entire absence of supervision, and hence an utter want of unity of plan and administration in the city schools. Mr. Christine, an experienced and successful teacher, has recently been appointed superintendent of the public schools of the 22d section, and it is hoped that similar action will be taken in the other sections. The appropriations to the six normal schools amount to \$180,965.36. To this must be added \$9,000 appropriated to the normal department of Lincoln University. The number of teachers in the state outside of Philadelphia is 16,482, of whom 2,141 had had no experience; 1,993 had taught less than one year; 4,763 had taught more than five years; and 246 were graduates of a state normal school. The state normal schools had, the past year, an attendance of 2,507, and graduated 127. The superintendent recommends the division of the School Department of the state into five bureaus, as follows: (1) of Elementary Education; (2) of Higher Education; (3) of Professional Education; (4) of Orphan Schools; (5) of Special Instruction. Among the great questions that must soon be met and settled by the friends of education in Pennsylvania, the following are ably and fully discussed: (1) That concerning truant, vagrant and neglected children; (2) That concerning a more complete provision for higher education; and (3) That concerning a closer union between the common schools and colleges. Under the first of these heads the superintendent suggests, as a remedy

for existing defects in their system, in place of a compulsory law, the enactment, first, of a judicious truant law; secondly, a judicious law preventing the employment of children in mines, manufactories, etc., without some provision for their education; thirdly, a law authorizing boards of directors in cities and large towns to appoint and pay, when needed, a school missionary, to visit the parents of children not in school or attending irregularly, and endeavor to secure their attendance; and fourthly, a law legalizing, if not requiring, the establishment of a home for the friendless or neglected children in every county of the commonwealth, and authorizing boards of school directors to send to these institutions such children as the safety of society might justify being disposed of in that way. We see that Mr. Wickersham, since his election to the office of State Superintendent, has been in every county of his state—sixty-six in all,—visiting schools, delivering addresses, and conferring with teachers, citizens, and school officers.

SOUTH AMERICA.—We learn, from the March number of the Pennsylvania School Journal, some interesting facts concerning the efforts of President Sarmiento to establish a system of public schools in the Argentine Republic. Sarmiento was formerly minister to the United States, and during his residence here he was a close observer and student of our institutions, especially of our free public educational system. On his return to his own country to enter upon the office of President, to which he had been elected, he took with him specimens of articles of school-apparatus and of our most approved school-books, together with engravings of some of our best school-buildings, and also a number of experienced teachers to assist him in the work which he proposed to himself. The result, thus far, of the efforts of this remarkable man has been the establishment of free schools in nearly every province of the Confederation. Buenos Ayres has in operation a good system of public graded schools, and San Juan gained a prize of \$10,000 offered to the place which should have one-tenth of its population attending schools. Corrientes has subscribed \$4,000 to bring out school-books and furniture from the United States. A national normal school is established and is working successfully, with a Massachusetts man at its head; night schools are organized and well attended in several of the larger towns; a kindergarten has been opened in Buenos Ayres; and public libraries have been set in operation in many of the provinces. Thus it will be seen that there has been made a good beginning of a glorious undertaking. But a work of such magnitude as this is not to be fully accomplished in a day or a year. There will be many obstacles to be surmounted, many difficulties to be overcome. As is well said, "it will take generations to elevate a people sunk so low in ignorance and superstition. Such a people are a dead weight to lift to a better culture and a higher life." Here, as in France and elsewhere, the bitterest opposition to educational reform is found in the priesthood. Little permanent good can be accomplished until the priestly power is broken. But time, patience, hope, faith, and the inherent power of right, will accomplish wonders. May they yet work the regeneration of the Argentine Republic.

VIRGINIA.—We have received the first annual report of the Superintendent of Public Instruction for the State of Virginia. The fact that it is the *first* annual report of the schools of that ancient commonwealth is somewhat significant. The document is an able one, and contains much interesting information. While it

shows that much has been accomplished, it does not attempt to conceal the fact that a vast amount of work still remains to be done. The school population of the state between 5 and 21 years old is 411,104. The total number attending schools, public and private, in 1871, is 157,841. The total cost of public education for the year is \$545,826.98. The average salary of male teachers per month is \$32.36; of female teachers, \$26.33. The per cent. of school population enrolled in the schools is—of the whites, 37.6; of the colored, 23.4. The number of whites over 21 who can not write is 67,997; of colored, 207,595. The negro question is fully discussed in its relation to public education, and the necessity for affording educational facilities to this class of the population is clearly recognized and strongly urged. It seems a little odd to find the claim put forth, as it is in this report, that Virginia was ahead of New England in the establishment of free schools. We read here, "provision was made for a great free school in 1621, one year after the Mayflower had touched at Plymouth Rock, and twenty-two years before New England began her educational system." Ambulatory normal schools are recommended, and an appropriation for the employment of competent men to give instruction at teachers' institutes.

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#### NOTICES OF BOOKS AND PERIODICALS.

(13) THIS little book aims to supply a need which has been felt, we doubt not, by many teachers. It is designed for use in the study of the derivation of English words. It is divided into three parts. The first part deals with English primitives and their derivatives; the second, with Latin derivatives; the third, with derivatives from the Greek. It also contains exercises in spelling, analyzing, defining, synonyms, and in the use of words. There is much in the book that we like. It will serve to introduce the learner to such a knowledge of the correct use and precise meaning and force of words in our language as he could never obtain in the old way of studying grammar and composition. The force of the various prefixes and affixes of the language is well given, and the exercises in the use of words by the construction of sentences are excellent. We have noticed a few errors that should be corrected. The Latin verb *fero* is given *ferro*; *hydrogen* is derived from *ὕδωρ*, water, with no reference to the derivation of the latter part of the word, while *oxygen* is given correctly. We also find the statement that "*education* literally means a *drawing-out*," as if it were derived directly from *edūco*, *educēre*, instead of from *edūco*, *educāre*. There are a few other little errors that we have noticed, but the book is generally prepared with care and will be found useful by those who are unacquainted with the Latin and Greek, as well as by the classical scholar.

(14) THIS is an attempt to condense the history of the United States into "an attractive book which can be mastered in a single term." It is a work of over 300 pages, printed in good clear type, on strong paper, with well-executed maps and illustrations, and written in an entertaining style. The history is divided into six

(13) WORD-ANALYSIS. By William Swinton, A.M. Ivison, Blakeman, Taylor & Co., New York and Chicago.

(14) A BRIEF HISTORY OF THE UNITED STATES. A. S. Barnes & Co., New York and Chicago.

epochs: first, early discoveries and settlements; second, development of the colonies; third, the revolutionary war; fourth, development of the states; fifth, the civil war; and sixth, reconstruction and passing events. An appendix contains questions upon the text, the Declaration of Independence, Constitution of the United States, and tables of the Presidents and of the States. There are also many notes in fine print at the foot of the pages, which give much interesting information. In this study, as in every other, more depends upon the teacher than upon the book. If he be not alive and well informed, history will be a dry study to the pupil with the best of text-books. We have not tried this book in the class—the only true test,—but we should judge it to be well adapted to class-room work. It has many excellent features.

(15) WE derived much pleasure from examining this little volume. Upon first opening it and reading the claims put forth by the author, we came to the conclusion that he claimed too much. But on a careful examination of the book itself, we are ready to concede nearly all he claims. The definitions are the best that we have seen in any text-book on Geometry. The author's method of introducing the study is the simplest and most philosophical of any that we are acquainted with. The test-problems, inserted at the end of each book, we look upon as a very valuable feature if properly used by the teacher. On pages 130 and 131 are some problems relative to the area of a circle: why not insert a few more propositions in Book V, showing why the diameter of a circle multiplied by 3.1416 gives the circumference, or why half the circumference multiplied by half the diameter gives the area? We hope the author will insert these propositions in the next edition. And then we hope to see the book in use in many of our schools. M'C.

(16) A RAPID glance at the arrangement and general features of this book has given us a favorable impression of its adaptation to common-school work. The division of the subject is simple and comprehensive, viz., into three parts: 1st. The Mechanical System, embracing the bones, joints, and muscles. 2d. The Nervous System, embracing the brain, spinal cord, general and special nerves; and 3d. The Repairing System, which includes an account of the organs of digestion, circulation, respiration, absorption, and secretion. We think the title of this division would have been better if called the Growing and Repairing System; for, although the processes of growth and repair are carried on in common, there is, up to the adult period at least, a distinction to be made. In an elementary work of this kind much must necessarily be omitted, but here the most important points are presented in a clear, concise and methodical manner. J. E. S.

(17) AMONG the almost innumerable new text-books of 1872 we find this neatly-printed Geography. It seems to combine three qualities which will recommend it to the teachers: (1) Clearly-printed, accurate maps; (2) Concise statements; (3) Brevity, without omission of desirable facts. All teachers of Geography know that poor illustrations, or 'mixed' explanations, or even untrue statements, can be accepted with less annoyance than poorly-printed, incorrect maps; so we are always glad to find good maps. Again, the average pupil of our graded schools finds no more than twenty weeks for this branch of Geography, and a text-book

(15) ELEMENTS OF PLANE GEOMETRY. Part I. With an Appendix on Mensuration. By Thomas Hunter, A.M., President of the Normal College of the City of New York. Harper & Brothers, New York. 1871.

(16) ELEMENTS OF THE ANATOMY, PHYSIOLOGY AND HYGIENE OF THE HUMAN SYSTEM. By Justin R. Loomis. Sheldon & Co., New York.

(17) PHYSICAL GEOGRAPHY. By S. S. Cornell. D. Appleton & Co., New York.

which is prepared with this fact in view, as Miss Cornell's seems to be, is welcome to both teacher and pupil. In adverse criticism, we would say that more facts in regard to Continental Reliefs should have been presented. If the space devoted to Mathematical Geography had been given to the above subject, we think the book would have been of more value. The careful teacher finds the Mathematical Geography of nearly, if not quite, all of our text-books of little or no value.

M. E. C.

(<sup>18</sup>) I HAVE been a reader of *The Medical Record* for five years, and find it one of the most valuable medical periodicals of the time. It contains all of the latest news of the science of which it treats. Yet it is cautious and trustworthy, and, with its army of contributors of high repute, is destined to become one of the most popular professional journals of the age.

K.

(<sup>19</sup>) *THE Herald of Health* for March contains a great variety of excellent articles. It opens with a paper on *Exercise and Regimen*, written by Addison for the Spectator in 1711. It also has valuable articles on *Important aids to the art of life; Studies in Hygiene; Lessons for children; Health habits of our public men*; and on subjects of interest to all who want to know how to live and enjoy good health. It is published by Wood & Holbrook, 15 Laight street, New York. Price, \$1.25 a year. . . . *Wood's Household Magazine* is a monthly publication of more than fifty pages, now in its tenth volume. The March number contains articles from Horace Greeley, Gail Hamilton, James Parton, Dio Lewis, Dr. Hall, Thos. K. Beecher, and a dozen other popular writers, besides the usual amount of editorial matter. Gail Hamilton has recently been added to the corps of editors. It is what it purports to be, a household magazine, and aims to meet the wants of all, young and old alike. Its terms, one dollar a year, bring it within the reach of all. Published by S. S. Wood & Co., Newburgh, N. Y.

(<sup>18</sup>) *THE MEDICAL RECORD.* 40 pages super-royal octavo, semi-monthly. Wm. Wood & Co., 27 Great Jones street, New York. \$4.00 a year.

## J. DAVIS WILDER, 272 West-Randolph St.

(Second door West of the office of the Board of Education),

### CHICAGO, - - - - ILLINOIS,

Sole Manufacturer and Proprietor of

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(Black and Green), Slated Paper, Slated Strawboard, Office,  
Family and School Blackboards.

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CHICAGO, September 1, 1870.

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J. L. PICKARD, Sup't Public Schools.

CHICAGO, September 1, 1870.

In behalf of the Board of Education, I have employed Mr. J. Davis Wilder to put on the walls in our public school buildings about 300 000 feet of his Liquid Slating and Slated Paper. Teachers speak highly of it, and I consider it superior to any blackboard slating we have heretofore used.

JAMES WARD,

Building and Supply Agent for the Public Schools of the City of Chicago.

# State Normal University, Normal, McLean County, Ill.

**Established in 1857, by the State of Illinois, for the Training of  
Teachers of Both Sexes for the Schools of the State.**

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## The Course of Study Covers Three Years,

Or, if the Latin and Greek languages are included, four years; but certificates are given for successful work of one and two years.

Students seeking admission to the University should make application to the School Superintendent of the county in which they reside, and are required—

- (1.) To be, if males, not less than 17, and if females, not less than 16 years of age.
  - (2.) To produce a certificate of good moral character, signed by some responsible person.
  - (3.) To sign a declaration of their intention to devote themselves to School-teaching in this state.
  - (4.) To pass a satisfactory examination before the proper officer (County School Superintendent), in Reading, Spelling, Writing, Arithmetic, Geography, and the elements of English Grammar.
- 

## THE MODEL SCHOOL

Is divided into three grades: The High School, Grammar School, and the Intermediate and Primary School. Each of these grades is under the charge of an experienced and accomplished Principal. The services of Mr. E. W. COY, of the Peoria High School have been secured for the principalship of the High School. For the lowest grade



## A SYSTEM OF OBJECT LESSONS HAS BEEN PREPARED

With the greatest care. In the Grammar School, the work is carefully adjusted to the mental wants of the pupils. In the highest grade are two courses,—the Classical, which is thorough and extended, and the General, which is a preparation for business.

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## Boys and Girls from Abroad

May be confidently intrusted to the care of the Principals.

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*In the High School, \$30 per annum.*

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**On Monday, September 11th, 1871.**

*For further information address*

**RICHARD EDWARDS, President.**

# ILLINOIS TEACHER.

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## COUNTY INSTITUTES.\*

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E. L. WELLS.  
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### STATISTICS.

MOST of the eastern, northern, western, and some of the southern states of the Union now hold their annual county institutes. A dozen years ago, Massachusetts contributed annually \$3,000 for the support of institutes within her borders.

Late reports state that New York appropriates \$20,000 annually for the support of a certain class of teachers' institutes; Maine, \$4,000; Connecticut and Massachusetts, \$3,000 each; Minnesota, \$2,000; etc., etc.

An Iowa State Superintendent of Public Instruction has reported that, during ten years in which annual appropriations have been made for institutes in his state, there have been 431 of them held, with an estimated attendance of 28,000 teachers, and a total cost to the state of about \$21,000. In 1870 institutes were held in nearly every county of Kansas. In Ohio about two-thirds of the counties hold institutes. In Pennsylvania about one half of the teachers attend county or district institutes.

It would be of interest, had we time, to give the institute statistics for the Union; but there is an especial interest for us in noting the increase in the number of county institutes, and the attendance at the same, in our own state.

As early as 1857-'8, this Association appointed a state agent, who visited 56 counties, assisted in holding 19 institutes, and gave 153 lectures. In these years institutes were held in 35 counties, with an at-

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\*Read before the State Teachers' Association at Dixon, December, 1871.

tendance of 1,967 teachers. In 1860 institutes were held in 44 counties; attendance, 1,924.

From this date during the rebellion there were fewer institutes, yet the average attendance seems to have been greater.

Here is a list of the number of counties in the state holding institutes from 1863 to 1870 inclusive, and the number of teachers in attendance for the respective years.

1863.....	Counties.....	28.....	Members.....	1,921
1864.....	" .....	38.....	" .....	2,167
1865.....	" .....	32.....	" .....	2,057
1866.....	" .....	42.....	" .....	3,199
1867.....	" .....	67.....	" .....	5,129
1868.....	" .....	71.....	" .....	6,120
1869.....	No. Institutes .	118.....	" .....	4,651
1870.....	" .....	119.....	" .....	5,868
1870..	Aggregate days' continuance .....			463
" ..	Average " .....			3.9
" ..	Public lecturers and instructors engaged.....			515
" ..	Amount appropriated by counties .....			\$1,583.75
" ..	" .. received from members and other sources ..			1,602.55
Of this money	there was paid to lecturers and instructors ..			1,812.30
and for incidental	expenses.....			1,026.10

The greater interest in institutes for the past few years is attributed by our esteemed State Superintendent of Public Instruction to the wise and just legislation, which has placed the county superintendency upon a footing for more useful work.

#### LAWS.

Many of the states of the Union have laws in relation to county institutes. California, Pennsylvania, Iowa, New Jersey, Vermont, Indiana and Arkansas have enacted laws providing that the county institutes may draw from the county treasuries certain amounts of money (which vary in the different states) to be used in defraying the necessary expenses of the institutes.

In Ohio the examination fees are paid over to the proper committee on the petition of at least forty resident teachers, who therein declare their intention to attend the institute. These fees are expended under the direction of the association.

The Kansas law requires every school to be closed during county-institute sessions, and all teachers to attend, and provides that teachers



may receive their wages, while in attendance, as if engaged in their respective school-rooms.

The Michigan law has provided for a system of institutes, with which our friend and coworker, Dr. Gregory, has had much to do. The State Superintendent appoints time and place, and makes suitable arrangements for an institute, when he is assured that fifty teachers of a county will attend for at least five working days. If the county has less than 12,000 inhabitants, the assurance of the attendance of twenty-five teachers is sufficient. The expense for rooms, fuel, lights, instructors, lecturers, etc., not to exceed \$100 for one institute, is paid by the State Treasurer, upon the warrant of the State Auditor in favor of the State Superintendent, upon his certificate that arrangements have been made for an institute of five days. Not more than \$1,800 is to be paid in this manner in any one year. The State Superintendent can appoint suitable persons to conduct the institutes, if he can not attend.

It is not necessary for me to give the law of our state in relation to county institutes. The law was righteously conceived, no doubt, but the benefits derived are not so great as are generally supposed.

Institutes must be held in good weather, and when roads are in good condition, if a good attendance from the country districts of a county is to be expected. If held in autumn, but very few of the country schools are in session, and the law gives teachers of such schools but little benefit as to compensation for time while in attendance at institutes.

In my own county we generally have as many teachers in attendance at our annual county institute as we have school-districts in the county; yet only about twenty or twenty-five per cent. of them draw pay for time of attendance, and these are mostly the teachers of town and city schools, who least of all need the encouragement the law is supposed to give.

Twenty days formerly was the school month, but I suppose a pressure was brought to bear upon the state legislature to enact a law to induce teachers to attend institutes; hence the present law, and the calendar month to counterbalance the time thus given to teachers.

But the legislature overreached in this matter; for, as it is the general custom for each county to hold but one institute in each year, every teacher is required to teach from three to eight days more in each year than formerly, notwithstanding all benefits derived from institute-weeks and holidays. And more than this, not more than fifteen or twenty per cent. of the teachers of the state receive any benefit of the law, so far as the payment for the time of institute is concerned.

More of our teachers *might*, it is true, avail themselves of the privileges of the law, but the probability is that there will be no very rapid improvement in this respect.

Many short-sighted directors are already making contracts with teachers to the effect that they shall not have pay for institute-week, and not a few teachers prefer to teach and do not attend to the institute. It is too true that a strong opposition to this feature of our school-law has arisen. Many people see their money paid to *amuse* teachers, and their schools not *kept* for a week.

The law leaves the public support of the institute to the good will of the county court or board of supervisors.

In our county the board of supervisors is awake to the interests of education, and recognizes the usefulness of teachers' institutes by giving us annually \$100 for defraying the necessary expenses.

Sixteen such appropriations would cover the amounts thus given annually throughout the state, leaving a great part of the state without such assistance.

To those who are desirous of further legislation for institutes I submit the following as a plan by which the benefits contemplated for them might be uniform and generally distributed throughout the state.

The state legislature might provide for the appointment, and for the payment out of state funds, of a sufficient number of qualified men, each to assist, if needed, in conducting an institute of at least four days of each year in each of the counties of his respective district.

Then the law might provide that the county superintendent may appropriate half as many dollars from the county school fund as there are teachers of the county actually in attendance at the institute, to pay for lectures and incidental expenses. Then the law might require an institute to be held at least four days of each year in each county, and might require each teacher to have a certificate from the county superintendent stating that the said teacher had attended the last county institute, or excusing him for valid reasons for not attending it, before he can legally commence or continue teaching any school in the county. And, further, the law might not only provide that the teacher can legally close his school for the time of the institute to attend the same, and that he shall be paid for his time the same as if he had been teaching his school, but it might also provide that if he has not commenced his school at the time of the session of the institute, he can legally shorten his next term or terms of school, not to exceed one day for each month taught, nor the whole number of days of attendance at the institute as certified by the county superintendent.

I am satisfied a law of this character would secure a very general attendance of teachers at county institutes throughout the state.

It would be much better, however, that our profession should be a self-supporting one, and that teachers should not need any special compulsions or privileges by law.

In the more progressive states about one third of the teachers now attend institutes.

Kansas now seems to lead, as far as the law is concerned.

Our own state is not second to any in good institute work, and a growing interest in this valuable auxiliary to our public-school system.

#### OBJECTS OF INSTITUTES.

Farmers, physicians, clergymen, merchants, manufacturers, laborers, bank, railroad, insurance and whisky men have their associations to promote the interests of their professions and business. If conventions are necessary for such people in order that they may be more successful in business, surely teachers need to meet in convention that they may discuss the best ways to reach success in their profession.

The object of an institute is not so much to educate the members in knowledge of books as it is to train teachers how to teach. This training should be partly by theory, but chiefly by practice. As far as practicable, pupils of all grades should form classes at institutes, and through them the best methods of instruction should be shown. It is impossible for teachers in classes at institute to imitate children to illustrate primary and intermediate teaching.

It has been said by others, "The institute is a direct advantage to teachers in all that pertains to correct teaching. It furnishes the opportunity of readily introducing into the profession such improvements as are made in the practice of teaching. They are necessary schools not only for training teachers, but also for supplying the deficiencies of early and erroneous education. A doubt of years upon some principle in science, some problem in mathematics, some point in grammar, or some question in government, may be removed from the mind of the inquiring teacher. At the institute uniformity of methods in teaching is gradually approximated, and the disadvantages resulting from frequent changes of teachers are in the same proportion lessened."

It saves the time of visiting many schools to learn the methods of instruction used by the members and instructors present. It not only affords the young teacher indispensable means for improvement from the experience of the able teachers in attendance, but the *old school-keeper*, who prides himself on the number of terms he has taught, and

and who still says "Fust class in jografy come up," if he can be induced to attend, will find some hints to make him think the world is still jogging on.

Teachers are inclined to teach as they were taught. If they learned by the A-B-C method, they are inclined to teach by the A-B-C method; if they were given four lessons to read at one recitation, they are inclined to give four lessons for one reading-exercise.

The best teacher of ten years ago is not the best teacher of to-day, unless he has improved with the times.

The teacher is unavoidably on a tread-mill. If he stops in his attempts to improve, he goes to the bottom; if he but improves as fast as the mill turns, he only keeps his relative position in the profession; but let him take long and rapid strides in his improvement and success, and he reaches the hight of his ambition and of professional work.

The institute is a great leveler. Some teachers, high in their own estimation, soon find there an easy down grade to insignificance, while some, unpretending, but worthy and well qualified, soon win the esteem of all who know them.

"From long dealing with children, teachers some times are found to have more than their due share of egotism, conceit, and narrow-mindedness." It is a good thing for such teachers to meet frequently with others who are their superiors. They can not help rubbing off something that will do them good.

It is not always the pup that yelps the loudest that finds himself the largest dog upon getting his eyes open, nor is it the hen that cackles the loudest that has always laid the largest egg, nor is it always the man who undertakes to put himself the most prominently forward as an educator that is the one that has the most sterling merit.

Revivals in education are as necessary as in some other matters. Institutes not only arouse an enthusiasm and professional spirit among teachers, but also an educational interest among the citizens of the communities where they are held.

"They awaken the people to the importance of educational matters, and are thus of service to the teacher in arousing and keeping up an active public opinion in favor of his calling. All citizens who attend good institutes will be firmer friends of education, and a mutual confidence and good understanding are established between the people and school officers and teachers. The new life of the teachers is also communicated to their respective schools and neighborhoods."

## WHO SHOULD ARRANGE FOR INSTITUTE.

The county superintendent ought to be the proper person to make arrangements for the institute of his county. If he is a good man for his position, he can do this work better than any one else, and better than any committee consisting of any number of men. He knows the needs of his teachers, will consult with them and will arrange for their interests, and ought not to be hindered in making good arrangements for a good institute by a number of persons associated with him on a committee of arrangements.

When there is such a committee appointed, they oftentimes live in remote parts of the county, and should they meet in consultation, they must either leave very much of the after work to be done by one of their number upon his own responsibility, or they will neglect many an item of arrangement, all of which will tend to cripple the good work of the institute. One would hardly know how to arrange for a successful institute, if he had to consult with other men in different parts of the county every time he wished to write a letter, send a telegraphic dispatch, or to do any other work of like character for the purpose named.

[To be concluded next month.]

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O R D E R .

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ANNA C. BRACKETT.

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ONE of the best sayings ever uttered was that ascribed to Lord Palmerston that "dirt is nothing but matter out of place"; *i.e.*, the reason for its being dirt does not lie in its own nature at all, but simply in its situation. Transfer the same material to another spot, and it loses at once all title to the name of dirt. The thought leads at once to a definition of order. We are told that to have order we must have two things: first, a place for every thing; and second, every thing in its place. But about the first of these we need not trouble ourselves much, for every thing has a place in its own proper right, and our only business is to put it in its place, and then we shall have order.

Holding fast this thought as a clue, let us first briefly consider what we mean by good order in the school-room.

Some teachers — they are both young and old — seem to think that they have order only when they have utter silence, a room full of motionless

statues—eighty little statues,—with arms pinioned back behind them, shoulders painfully strained, one hundred and sixty weary feet in pairs at an angle of sixty degrees, and faces destitute of expression. They are like the family groups one sees at photographic galleries, where father, mother and six children, staring blankly at vacancy, simply raise this reflection in one's mind: "After all, what a very singular thing it is that every one has two eyes, one nose, and one mouth!" Such schools may be pointed to with pride by committee-men, even within the sound of the chimes of Harvard University; but when such results, after much painful effort, have been attained, they are no ground for pride. The very characteristic of the plant, that which points out that it is higher in the scale of creation than the mineral, is its activity, its motion. Roots reach down, and stems up; the sap goes flowing through its silent passage-ways, the bud casts off its covering and untwists, then unfolds to a flower, and the seed-vessels open to let the seed fall. In the animal, through successive grades, this same divine principle of motion assumes a more extended field as it comes more and more under the control of the conscious will: nay, in even the motionless mineral, as it grows warm under the rays of the summer sun, we are now learning to recognize only a 'mode of motion'.

So inevitable is this law that, if we debar the child from useful bodily activity, it will at once develop into harmful activity; and if by punishment we put an end to this, we simply force into intense activity his mental powers, till in fifteen minutes he will plan more cunning mischief than can be executed in three days. As the school-room is devised as a means for the good of the children—though one would often think that in the minds of some teachers the relation of end and means here had become reversed,—it is evident, then, that activity and motion are in order in a school-room, and that utter silence and want of motion constitute one kind of disorder, and are not order at all.

It is a sign of a disorderly school when the teacher is afraid to permit any motion or to allow a hearty laugh. The driver who has his spirited horses perfectly under his control does not fear to let them trot at a rapid pace, for one touch on the rein or one word will suffice to check their career: it is only he who knows that the power is not in his own hands who fears to let them go faster than a walk.

Activity, then, both mental and bodily, we must have in a school-room, if we desire to have order. But this must be activity directed to some useful end, and it must be regular and rhythmical, and not spasmodic.

Many idiots are active. One of the surest signs of idiocy in the in-

fant is the continually restless and wandering eye, and the aimlessly moving hand and fingers. The butterfly flits from flower to flower as chance may attract it; but such is not the activity we must have to have order.

Many words are spent by the unsuccessful teacher in asserting that she 'must have order'. If we enter a room where such a one is found, the children are continually told that they must be still and orderly, but they are never made to be so; and as the teacher's words are of no effect, they consequently have no place in the room, and, of course, only add to the disorder already existing. The successful governor rarely has occasion to ask for order. It seems to come of itself in her room, 'unasked, unsought', and the unsuccessful teacher consoles herself with the thought that Miss ——'s success is owing to some 'personal magnetism' bestowed upon her by nature, and so, of course, never dreams that equally good results are within her own power. This is generally a mistake. The power which keeps up and controls a healthy activity in the room of the first is no mysterious 'personal magnetism' unattainable by any effort, but rather the effect of much more simple things, namely, punctuality and regularity on the part of the teacher. In the first place, her clock is always in order and always right, and her bell strikes every morning when the minute-hand stands at the dot over the middle of XII and the hour-hand at IX thereon. Then she does not waste ten minutes, or five, or even one, in walking leisurely about, or sitting still doing nothing, or in that most absurd feature of calling the roll of her pupils. A glance of the eye over her plan, where each pupil's name is written against the space which represents his seat, is sufficient to enable her to record the names of the proprietors of the vacant places that at once attract her eye, because she looks over the room, knowing what she is looking for. *Her pupils never have to wait for her*; she is always waiting for them.

Her programme for each day is definitely arranged, and scrupulously followed. Precisely at the moment there assigned for the close of the morning singing, it is brought to an end, and she is ready for the first recitation,—not with book in hand, but in her place and waiting for the attention of the class who are next to take their positions on the floor. She gives her whole attention to the recitation of that class, and they are dismissed to their seats as promptly as they were called out. The lessons are carefully assigned with reference to the capacity of the class and the time which they have to study them, and the same lesson is not assigned over and over again. There is always something new to be done and only just so much time to do it in, so that a constant

healthy activity is kept up; and the brightest in the class have a little extra work to perform, which in the recitation is made to add to its interest and to help the dullest.

Her work has been carefully prepared beforehand, so that she has never to hesitate during a recitation to decide what to do or how to do it, and she understands herself so perfectly that her questions go straight to the point. In her alphabet-class, for instance, she knows exactly, as she stands, chalk in hand, waiting for her little class to come to order—*i.e.*, to see every eye eagerly fixed upon the board,—just what letters she proposes to teach, just what words she will make of them, and just how much she means to accomplish in that particular recitation. And she has invented so many ways of practicing them on the characters or words which it is necessary for them to learn, that the recitation is never monotonous; and just as soon as the little heads droop and the eager eyes begin to wander, some change is made. Her recitations are short and often recurring.

And thus simply she secures useful activity, which is order, and not by any personal magnetism. Punctuality and regularity are very common-place qualities, to be sure, but they are like strong servants that save much work of more valuable domestics; and one reason why some teachers accomplish so little intellectually for their pupils is that they despise these humble aids, and therefore have very little energy left to carry on their recitations. So much for some simple ways of securing order in our school-rooms, remembering that order is only another word for healthful activity.

But, returning to Lord Palmerston's quaint saying, before we leave the subject, it may be we shall find more dirt in many a school-room than its occupants would have us to imagine, and it may be that the silent influence of so much dirt is demoralizing to the noisy and restless pupils who are obliged continually to see it; for dirt is a very demoralizing thing. The child who seems utterly reckless and lawless is often quite transformed by a clean suit of clothes and clean face and hands. 'Cleanliness is next to godliness' was wisely written many years ago, and it is as true now as then. To lead our eighty children under the dominion of law and order, we must, as our first effort, banish all species of dirt from our school-rooms. But how then about half-eaten apples and bits of paper and string tossed into the coal-box, shovel and tongs and coal on the floor, and chalk and blackboard rubbers scattered also on the floor, or left on a desk or chair? How about half-finished or half-erased or utterly irrelevant work on the blackboards? How about maps that hang by one string supported by one



corner from below? How about cloaks and hats on the floor or carelessly tossed on chairs in the wardrobes? How about papers of sweetmeats, and private letters, and newspapers, and novels, on the desk of the teacher? And last, but not least, how about the teacher's apparel? Under what appellation will come the long strings of beads, the five or six heavy rings, and the broad gold bracelets? What shall we call the delicate and expensive lace collars, the many ruffles, the heavy fringes and the sweeping trains of the silken dresses? Perhaps, after all, our school-rooms have been full of dirt when we thought them clean.

When we are sick, we call a physician and ask for medicine; and if he tells us that we need only to rest, or to take more exercise, or to sleep more, we are disappointed, for those remedies are too simple for us and we desire something more remarkable—"Abana and Pharpar, are they not better than all the waters of Israel." But often the simplest things are the things we need the most, and many a teacher who, if she does not actually fail in government, finds it very difficult to succeed, might perhaps lighten her labors and make her work of securing order easy and pleasant, if she would, in stead of seeking for some specific remedy, turn her attention to the simple preventives of disorder which I have here tried to indicate.

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#### CONDUCTING RECITATIONS.—IV.

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PROF. W. F. PHELPS.

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IN the preceding paper of this series the Preparation of the Teacher was briefly considered.

But since the pupil is also an important factor in the work of the class-room, it will be profitable to refer to the preparation necessary for the latter in order to realize complete success in the recitation. The propriety of this step will be the more apparent if we reflect that the teacher himself is largely responsible for the character of the preparation made by the pupil.

*The child is to be taught how to study. He is to learn how most wisely and effectively to use his faculties.* This is, indeed, one of the chief ends of school training. It is the business of the teacher to guide him in the right way. As has been before stated, the recitation is one of the leading features in all school work. Its chief object is to assist

in the development of the pupil's faculties. How shall he be aided in the prosecution of his share of the needed labor? This is the question which we have now to answer, and we proceed to its solution by suggesting—

I. *That, when necessary, the teacher should devote a portion of the time of each daily recitation to a survey of the subject-matter of each succeeding lesson, for the purpose of anticipating its difficulties and of indicating to the pupils how these difficulties may be most effectually overcome by the individual exertions of each.*

It is worthy of remembrance that it is the office of the teacher not to remove the difficulties which confront the pupils, but rather to teach and encourage them to overcome these obstacles for themselves. There is no royal road to learning. The temple of truth is not to be reached on beds of ease. *Per aspera ad astra*—*through difficulties to the stars*, is a lesson which every child should learn. There can be no excellence without labor. Let the teacher, then, foresee and point out the rough places, but leave his pupils, as far as possible, to make them smooth for themselves.

To be forewarned is to be forearmed. The assistance of the teacher should be more of the indirect sort. Let him, in cases of peculiar difficulty, rather refer to the principles applicable to their solution, than actually to solve them for the pupil.

Self-reliance and a resolute perseverance should be inculcated at every step. These cursory examinations of succeeding lessons should also form the occasion for referring to the connection existing between the series. *The child should be habituated to associate the ideas and attainments of to-day with those which precede and follow each lesson.* There is a vast amount of fragmentary teaching in the world. There is far too little attention given to the cultivation of the *power of association* in the work of the class-room. Isolated facts are of but little value. It is only when learned in their relations to other facts that they become a power for good. The strength of memory depends largely on the power of attention and association. Hence, in the preparation of the pupil for each daily lesson, let the teacher foresee that these conditions for effective work and healthful progress are fulfilled.

II. The pupil should be skillfully led to comprehend the truth that *to study profitably he must master ideas rather than words, facts and principles rather than the language in which they are embodied.* The mere enunciation of this proposition is sufficient to secure the assent of every intelligent teacher. Theoretically, nothing can be more self-evident; but in practice it may almost be said that nothing can be more

rare than its realization. No one who has been a close observer of the manner in which recitations are generally conducted in our common schools can resist the conviction that, in a vast majority of cases, the performances of the pupils are desperate struggles to recall words rather than to give intelligible utterance to the 'thoughts that breathe' within them.

The remedy for this great defect lies with the teacher, and is to be effected *by a proper supervision of the preparatory work of the pupils and by a rational method of connecting the exercises of the class-room.*

The teacher should, as often as necessary, go over the lesson which has been assigned, questioning his classes upon the subject-matter, and drawing out the leading ideas embodied in it, to the end that their private study of it may be intelligent and not mechanical, thorough and not superficial. Although this anticipatory work may require some time, yet it will be well spent, and in the end will prove to have been true economy, both of time and labor, and it will leave the pupil without an excuse for defective preparation.

III. It is a part of the necessary preparation of the pupil that he come to the recitation with a willing and teachable spirit. Such a spirit it should ever be the aim of the teacher to cultivate in his pupils.

Nothing can be more opposed to real progress than obstinacy or pride of opinion in the learner. Where these exist, they should be eliminated by the judicious efforts of the teacher, even at the expense of a mortifying exposure of the pupil's ignorance, at every favorable opportunity. This I have found it necessary to do as a condition precedent to effective work in the class-room. This feeling does not often occur among young children; but it is not uncommon with the older pupils of the higher classes. It is entirely inconsistent with the ends and aims of school work, and its extermination is demanded by the best interests of all concerned.

The next article on the Management of the Recitation will close the series, which I fear has already been extended beyond the patience of my readers.

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High and narrow seats are not only extremely uncomfortable for the young scholar, tending constantly to make him restless and noisy, disturbing his temper and preventing his attention to his books, but they have a direct tendency to produce deformity of his limbs. Seats without backs have an equally unfavorable influence upon the spinal column.

## P R O F E S S I O N A L   T E A C H E R S .

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F. H. HALL.

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MEDICAL schools are usually in charge of men who have proven themselves successful practitioners. Theological schools are presided over by those who have had large experience in the pulpit. Public schools are fortunate indeed if they are superintended by 'professional teachers'. Yet there is a danger of considerable magnitude in the last case, which does not obtain in either of the others. Note the difference. The teachers of our medical and theological schools have experienced the difficulties with which their pupils will be obliged to contend. They are fully familiar with the road which the pupil wishes to travel, and are consequently well prepared to direct him. But the teacher of our public school too often knows little of the difficulties which will beset the young mechanic, bank-clerk, merchant, book-keeper, or farmer, while it is true that a large majority of his pupils will select one of these vocations.

Now, while it is impracticable, at present, to select successful business men to teach our boys who are to become business men, and practical agriculturists to teach those who are to become farmers, it is not impracticable—it is the just demand of the age—that our teachers' desks, especially in our higher schools, shall be filled by men who know something besides *books*. I would rather have a teacher for my boy who spends a portion of his time in the lumber-yard, behind the counter, in the work-shop, on the farm—who knows something of business and business transactions (enough, at least, to save a part of his own salary), who can tell me the number of cords of stone I need for my cellar-wall, or 'pace off' an acre of land, who can drive a nail without pounding his thumb and saw a stick of wood without becoming completely exhausted, who knows which end up to put out onion-sets and the right time of year to trim his grape-vines—than one who spends all his time with book in hand, and who can without hesitation *parse* the most difficult sentence in Pope's *Essay on Man*, give the euphonic changes of Greek verbs, and pronounce to perfection short *o* and tilde *e*.

I would not be understood as advocating a less careful pronunciation or as attaching little importance to ripe scholarship. No body knows too much. Most professional teachers know too little of that which it is necessary for a business man to know. They confine themselves too closely to books and theories—they do not know enough of men and

the world. We should read the newspaper more. Every geography-lesson would become replete with interest if associated with the news of the day. How few of our teachers are familiar with our system of government—how our senators and representatives are elected and how our laws are made and executed; yet they are educating American citizens! Too many of our teachers can not find the cost of a twelve-foot stick of 2×4 scantling at \$18 per M., and they are preparing young men for business!

Fellow teachers, let us not refuse to listen to the demand for *more practical* instruction in our public schools.

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## THE GALESBURG EXPERIMENT.

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J. H. BLODGETT.

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FOR want of opportunity for a conversation with the friend who tells in the April Teacher of the trial of evening schools at Galesburg, which conversation might modify my impressions from his article, I would ask some questions and mention some things to be thought of in other places before adopting his suggestions and his results as of universal application and reasonable expectation.

The conclusion of that article is that every Illinois city of 5,000 inhabitants will gain more in an intellectual and moral point of view from the small amount needed to sustain evening schools for the winter months than from an equal amount any where else in the school expenses. There are questions to raise before adopting the writer's conclusion.

Would Galesburg with 5,000 or about one half its present population show so successful an experiment in evening schools?

Are not the car-shops, which give regular employment in the day to numbers who are ready to go together in the evening for improvement, rather than for mere dissipation, an important item in the Galesburg experiment?

Is not the degree of skilled labor required even for the more humble employments about those shops an incentive to higher attainment that would be looked for in vain among 5,000 people with no prominent skilled industry?

In small cities (or in large ones) would the evening school diminish

the evening dissipation of daytime idlers or unemployed persons? Why might not such be provided for in the day school?

Is not part of the desire of day scholars to go to the evening school due to a desire for the freedom by which "the pupils, of course, choose for themselves," and leave behind them all the fetters of the graded system as well as the benefits of its discipline?

Shall other cities expect to carry on the work on the Galesburg basis of expense? Are boards of education to be pointed to this as a financial model for permanent work, or shall we regard the Galesburg trial as one in which a few persons have gone earnestly to work to test the demand for such an enterprise without regard to pecuniary returns?

If this is a financial model, why not put the day schools upon similar economy, and giving a dollar a day for day work to those teachers who feel that their schools require all their power and attention, make them happy and prospectively rich by an extra half-dollar two or three times a week for night work? If cheapness is the point illustrated, why not go further and get teachers to work gratuitously? At least one case can be named in which a night school was planned to be taught gratuitously, and, to avoid undue burden upon any, a certain Y. M. C. A. arranged to send a fresh set of teachers each night.

The English poor-laws trouble English statesmen by the hardheartedness of cutting off aid to the needy if they should repeal them, and by the encouragement to the unfortunate to cease effort, with an idea that the public fund will save them from want, if they retain them. There is a natural time and opportunity for the processes of school education; and it is a fair question whether the general adoption of evening-school systems would not weaken attention to existing opportunities for children, in the expectation that, some how, deficiencies could be made good at a later day. Yet, while it might theoretically tend to such a result, there is no doubt that there are circumstances in which it is best to open evening schools. To determine the propriety of more extended plans, it may not be amiss for persons to waive all pecuniary recompense, or to waive it permanently if they like; but the public has no right to organize a system of evening schools on personal donation of service any more than so to organize its system of day instruction.

The circumstances of various localities vary so much that each case must have its own tests. What can clerks do at an evening school continued from seven to nine, in cities where they do not leave the store before eight or even before nine?

The Galesburg experience of the demand for such work for women is one that would be more uniformly repeated than the experience regarding the men, were it not for that phase of human depravity that prevents unattended girls from gathering by themselves to any great extent in the evening.

Some of the large cities make an approach to a graded system and a course of study in their evening schools, and make decided advantages for the regular over the irregular attendants, with fair pay to regular instructors.

## H O W   A N D   W H Y .

THERE is a general satisfaction with the *how* of a thing, while the *why* is not inquired about. Yet the 'whys' are the mainsprings of thought and action; they are in the van of all progress in science and art; to them we owe our better farming and better teaching; they comprise the intelligence, and are the leaders, of society, while the 'hows' are satisfied to follow in the ruts of old fogies, or new fogies who can do their thinking. All knew how the apple falls, but Newton said "why?" and Science will honor him through all time. The why of certain things inspired Columbus till the New World gave him and us the answer.

A teacher was hearing a class in Arithmetic for the first time. An intelligent boy divided  $\frac{3}{4}$  by  $\frac{2}{3}$  and obtained the quotient  $1\frac{1}{2}$ . "How did you work it?" he asked. "By inverting the divisor," etc., said the boy. "Why?" asked the teacher. "The rule says so." "Why?" "I don't know; I didn't know we were to learn that." It had never occurred to him that he could give the reason for a rule. This was in Illinois, not long since, and too many teachers allow such work to pass. Hence I say these words, hoping that they may help some of them to say 'why'.

Pupils should be taught, from the first, to look for the cause of things every where. Do not bind them down to certain processes, or to accept certain results, because the rule or the book says so. I should lead them to know why the subtrahend must be written under the minuent; why, in Alligation, the costs of the several ingredients must be joined by lines; and why, in Proportion, we make the larger of the remaining numbers the first term or the second, if there be a reason. Pupils should know why the divisor multiplied by the quotient will

give the dividend; why we multiply numerators, etc., in fractions; why we point off a certain number of places in decimals; why the Amazon is so large a river; why Chicago is not at the head of Lake Michigan; why British America is so marshy and wet; and why, in the earlier wars, the armies had a certain line of march between the United States and Canada.

I have given these as representative points. And let the reasoning be clear. It will make no difference with the result whether four be multiplied by five (concrete) or the reverse, but it may make a difference with the 'why' of it.

Hang this motto over your school-room door: "Be able to give a reason for the faith that is in you."

H.

*Princeton, Ill., April 1, 1872.*

## NOTES, LEXICOGRAPHIC AND LITERARY.—XII.

DR. SAMUEL WILLARD, CHICAGO.

NO. 85. GULF OF LYONS.—So on our common maps is called the gulf south of France, into which the Rhone flows. I think every one gets an impression that the gulf is named from the city of Lyons (or *Lyon*, as the French have it), one hundred and seventy miles north of the gulf. The gulf is called on Guyot's Maps 'Gulf of Lion' or 'Gulf of the Lion'. In *The Globe Atlas of Europe* it is 'Gulf of Lions' (*Maps 6 and 22*); and this is commonly used among English geographers (*New Amer. Cyclop. s.v. Lyons, Gulf of*). KOEPPEN (*Hist. Mod. Ages*, § 155) says "During the middle ages it was styled the Sea or Gulf of the Lion, because, from the frequency of tempests, it was formidable to mariners. To write *Gulf of Lyons* is incorrect." Johnson's Atlas gives us 'Gulf of Lions', and the French name 'Golfe du Lion'.

Consulting the great repertory of information about the middle ages, *Ducange's Glossary*, we find, "*Mare Leonis*, Pars maris Mediterranei ad Galliae littora, vulgo *la Mer des Lions*": that is, "SEA OF THE LION; that part of the Mediterranean sea which is on the coast of France, commonly called *the Sea of the Lions*." This he illustrates by an extract from the *Acts of St. Louis*, of date A.D. 1269, which calls this body of water *the Sea of the Lion (Mare Leonis)*, and says it is so called because it is always rough, billowy, harmful: he also cites later authors, one of whom calls it *Golf de Leo*.



Teachers will do well, then, in teaching the geography of Europe, to give the true name of the gulf, and the reason for it: the correction will help pupils to remember that the city of Lyons is not on the Gulf of Lions; and also they will fix the Black Wind (*Vent de Bise*), whose cold piercing current sweeps down the valley of the Rhone, and is one of the local influences that give the gulf its character.

NO. 86. THE FARTHING EPIC. — A recent advertisement of the republication of RICHARD H. HORNE'S *Orion* (Roberts Bros.) says that it was known in literature as 'The Farthing Epic'. "As a sarcasm upon the low estimation into which epic poetry had fallen," it was said, the price of the book was set at a farthing; and at this rate three large editions were sold: the fourth edition was sold at a shilling, and the price of the fifth was five shillings. This anecdote is given by *Allibone*: "It is said that one day, when the author was sitting in Mr. Miller's the publisher's shop, a boy came in and shouted out, in a nonchalant voice, 'a penn'orth of epic,' throwing a penny on the counter." *Orion* was issued in 1843, and was eulogized by Poe in his review of it, and by Wm. Howitt, and others. But I confess myself ignorant of all of Mr. Horne's works except his *New Spirit of the Age*. The forthcoming edition of the poem will be the ninth.

NO. 87. "NOT UNTO SPANIARDS OR MARINERS." — The story is told in several of our school histories of the United States that a Huguenot settlement was made in 1564 on the banks of the St. John's, Florida: that soon after, the Spaniards, under Melendez, slaughtered them all, "not as Frenchmen, but as heretics": that in 1568, Dominic de Gourges, a Frenchman, a Gascon, and a hater of the Spaniards, fitted out an expedition against the Floridian Spaniards, took their forts on the St. John's, and, hanging the garrisons, set up a parody of the Spanish commander's inscription, saying, "I do this not as unto Spaniards or mariners, but unto traitors, robbers, and murderers." The story is thus told, for example by Willson, Lossing, and Seavey's Goodrich.

I think that every one who asks the meaning of this inscription must be puzzled by the word *mariners*, which seems to imply a hatred of mariners or seamen like that which De Gourges felt for Spaniards. But the inscription of De Gourges is still extant in his own words, as follows, in antiquated French: "je ne faiets ceey comme à Espaignols, ny comme à Marranes; mais comme à traistres, vollours, et meurtriers." *Marranes*, not *mariners*, was the word; and what were Marranes? for his word had a sharp sting in it.

The Spanish word *marrano* as a noun means *hog*: as an adjective,

*dirty*; but in old times it meant *excommunicated*, *cursed*. The French *marrane* meant *renegade*. But all these meanings are derivative, and do not include the full force of the angry soldier's gibe, as the word then bore meaning. Only a century before, the Moors had still had a kingdom in Spain; and there was bitter war between them and the Spaniards; and as the quarrel was a religious one as well as one of nation and race, a Spaniard would regard as an insult the insinuation of Moorish blood: and this was implied in the word *marranes*. The Moors at one time held a part of France in Languedoc and in Auvergne; and their descendants were a pariah race, called *marranes* or *marrons*; and though they became nominally Christians, their new faith was so loosely held that they were reproached as renegades. Doubtless the long occupancy of the peninsula by the Arabs and Moors had made considerable mixture of their blood with the Spanish; but the consciousness that there was reason for the suspicion made any hint of it none the less a taunt or an inexpiable insult. So the word used by De Gourges implied that some of those he hanged were not Spaniards, nor at heart Catholics, but of the cursed race expelled from Spain, renegades as well as pirates. He said, then, "I do not this as to Spaniards, nor as to Moorish renegades, but as to traitors, robbers, and murderers." This is confirmed by the language of an Italian writer of about 1500, who said, "Pope Innocent VIII [1484-1492] issued a bull against certain Spaniards, Jews or heretics, commonly called in the Spanish language, *Marrani*": and the same word also meant Moors.

The word in all its forms is plainly from the Latin *Mauri*, Moors, or people of Mauritania, or Morocco; but from this also came *marron* or *maroon*, a robber, pirate, or buccaneer, because the chief pirates of the Mediterranean were Moors, down to the time when, in the present century, our nation and the English put an end to their robberies. And as runaway slaves and outlaws at once took to piracy, the word came to mean runaways, as it now means in the West Indies. The word was used as a well-known term, as far back as 1366, to mean *pirate*; and verbs and adjectives were formed from it in the French language.

See on these terms, besides current French and Spanish dictionaries, these: Taylor's *Words and Places*, pp. 110, 437-8; *the Nation*, XII, 438; Du Cange's *Glossarium*, etc., under *Marrani* and *Marrones*.

## OFFICIAL DEPARTMENT.

DEPARTMENT OF PUBLIC INSTRUCTION,  
*Springfield, Ill., May, 1872.*

## QUALIFICATIONS OF TEACHERS, UNDER THE NEW LAW.

AFTER the first day of July, 1872, applicants for teachers' certificates must be examined in "the elements of the Natural Sciences, Physiology, and Laws of Health," in addition to the branches now required by law. In view of this important change, the following announcements are made:

1. School-officers and teachers will receive from this office, in due season, such information and directions as will enable them to comply with and carry out the above-quoted requirement of the new school-law. The information to be given will include a statement of the particular natural sciences in which an examination will be required; the kind and amount of knowledge that will be necessary in the case of each science so designated, and some of the sources from which such knowledge may be most readily obtained. In the mean time, all teachers who are not familiar with the elements of the natural sciences would do well to turn their attention thereto, at once.

2. Certificates heretofore issued are not affected by the new law. All valid certificates now held by teachers, and all that may be granted up to the thirtieth (30th) day of June, 1872, will of course be and remain good and valid until the expiration of the respective periods for which they were issued, unless sooner revoked for legal cause.

NEWTON BATEMAN, Sup't Public Instruction.

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EDITORIAL DEPARTMENT.

OUT-HERODING HEROD.—The Advance, a religious weekly of wide circulation, published in Chicago, has, in a recent issue, a leading editorial bearing the title *The School Question—the Final Issue*. After an extended discussion of the subject of religious instruction in public schools, the following remarkable conclusion is reached: "After bestowing patient thought upon the problem, and being convinced that neither of the views mentioned above will be or ought to be surrendered, we venture to suggest for discussion, what appears to us to be the nearest approach to a solution. Our suggestion, tentatively offered, is to maintain com-

mon schools supported by universal taxation ; to exclude from them those religious exercises to which objection is raised ; to limit the instruction to the merely rudimental branches that may properly occupy the attention of small children from five to ten years of age ; and to leave the higher branches (now taught in the upper grades in grammar schools, in high schools, and in state universities) to academies and colleges which shall be supported entirely by private patronage and religious denominations. We shall have something to say in behalf of this plan at another time, when more space shall be at command than is now left us." Such is the simple remedy proposed by this Solomon for all of our real or imaginary educational ills. Under this plan, as will be seen, we are invited to contemplate calmly the overthrow and uprooting of our public school-system. The state universities are to be closed, the high schools to be turned into denominational academies, and the upper classes of our grammar schools are to be dismissed to their homes. Free public education is to be administered in such microscopic doses that no body will be either harmed or benefited by it. The public schools are to be made so insignificant that it will not be worth any body's while to oppose them. This, certainly, is heroic treatment for so mild a disease. It is like prescribing the guillotine as a cure for the toothache.

And this proposition comes not, as might be supposed, from some Popish priest of the ultramontane type, nor from some atheist whose conscience is troubled because the Lord's prayer is repeated in the schools, but it is the calm and deliberate conclusion of the organ of a religious body that is proud to trace its history in this country back to Plymouth Rock and the stern old Puritans of Massachusetts Bay, and that has been in the habit of boasting of the part it has taken in the establishment and maintenance of free public schools. We have known for a year or two past that a few men in our state have been threatening to run mad on the subject of academies and denominational schools, but we had not suspected that any of them were so far along on the road to Bedlam as these wild utterances would seem to indicate. We had given them credit for too much wisdom to allow themselves to be found openly taking the lead in a crusade against our public schools with the expectation that upon their ruins they might be able to build up their own little denominational institutions.

But they would have us think that the differences of opinion respecting religious instruction in our schools render necessary such a step as the one here proposed. This is another evidence that they know very little about the practical working of our public school-system. Any one at all familiar with the facts in the case knows full well that we have not yet reached, if indeed we have begun to approach, any such alarming crisis as they have pictured in their heated imaginations. The opposition to the existing order of things in our schools is by no means so united and formidable as to call for any such extreme and revolutionary measures as the Advance proposes to advocate. Why, then, this indecent haste to sacrifice such vital interests? Why not at least wait for a summons to surrender before proclaiming our readiness to give up all? We have read of generals so absorbed in guarding their rear and of keeping open a way of escape in case of attack that they could never find time or opportunity to move upon the foe : we have even heard of cases where, upon the approach of an inferior force, the commander has sounded a retreat and drawn off his men without firing a shot ; but we have yet to learn of one, not a traitor to the cause which he professes to serve, dastardly

enough to send out heralds to scour the country far and near in order to ascertain whether any enemy can be found who will condescend to accept his unconditional surrender. Yet this is about the attitude in which this doughty journalist has chosen to place himself.

We do not suppose that the cause of free public education is to receive any serious check from this new assault upon it; we expect that our schools will continue to improve and extend the sphere of their usefulness in spite of all assailants and prophets of evil; but we dislike to see those who ought for every reason to be the strongest friends of the free school joining hands with its bitterest enemies.

**WOMEN IN COLLEGES.**—The following is an extract from the remarks of President White, of Cornell University, at the meeting held in Boston, last January, to consider the subject of the higher education of women. This was after his tour of those western colleges where women are admitted, which was made for the purpose of determining whether it was advisable for Cornell to accept an offer of \$250,000 for the establishment of a college for women under the same organization as that for young men. We follow the report of the College Courant.

"I believe I am not a bigot in this matter, but I most thoroughly believe that the education of the sexes together is well worth trying, and I will briefly tell you some of the reasons. In the first place, I visited Oberlin College, which has perhaps been as much laughed at as any college in this land. It has all sorts of vagaries. It first dared to do that most frightful thing—to educate black men and white men together. It dared to educate men and women together. I went and saw them together, and I never saw any body conduct itself better than that body of students, numbering two or three hundred young men and young women, in their large dining-hall; and those who know any thing about education know that is a remarkably good test of the civilization that obtains among them. Then in in the class-room, as to ability. Dr. Clark has said that he would have a woman do any thing that she could do. Now the cleanest and the clearest and the best reading of Tacitus that I heard at Oberlin College was from a woman, and any person who can read Tacitus well shows pretty good evidence of a strong, clear mind.

"Again, at the University of Michigan there is a different system, there being no dormitory. There the professor of civil engineering, Professor Wood, told me that for several years he had been in the habit of offering a prize for problems in the higher mathematics. For several years they had not been solved, but this year they had been solved by a woman, and the testimony generally was that the women stood as well as the men. Professor Winchell, who has charge of the botany, showed me a careful schedule which he had prepared to show which stood the highest, and in his department the young women excelled. At Antioch College, in a German class, I saw excellent work done by a woman. I saw excellent work done in other directions in the colleges I have already named. At the Industrial University of the State of Illinois the same thing was shown, the women holding their own remarkably well. At the University of Wisconsin there is the same testimony. At the so-called Northwestern University, at Evanston, Illinois, near Chicago, and also at the Iowa University, which I did not visit, there is the same testimony. Now, I won't claim that the women showed greater power than the young men. Mr. White said that the gentleman who went with him, and who proposed to make the gift, came back believing that women excelled men in their powers of acquirement, but he did not lose sight of the fact that the young women were singled out, while the young men were taken as they run. He admitted that the young women were apt to devote themselves so earnestly to study as to injure their health, thus confirming the judgment of Goldwin Smith that competitive prizes were dangerous where young men and young women were together. President Angell, of the Michigan University, who was prepared to think

unfavorably of the system at the start, had begun to like it. The young men and young women did not walk together, and the young men were more attentive to the young women of the place than to their fellow students. In regard to the studies to be taught to young women, he favored Latin, intellectual arithmetic, and botany, and thought that if Plutarch's Lives could be read afterward the women of the land would be far better fitted for their life-work."

THE CHINESE INDEMNITY FUND.—Mention has frequently been made in the papers, during the past winter, of the Chinese indemnity fund. The history of this fund is as follows: In the war between the English, French, and Chinese, which occurred fifteen or eighteen years ago, the natives destroyed the foreign settlement at Canton. At the close of the war indemnity was demanded for the losses suffered by American citizens. The Chinese, being anxious to settle the matter at once, without waiting for the adjustment of the claims, proposed to pay a large sum of money—about \$700,000—on condition that they be released from any further liability. This offer was accepted, and the above-mentioned sum paid over to the representative of the United States government. But upon adjusting and paying the claims for losses, it was found that a large surplus remained. It was proposed to return this surplus to the Chinese; but they declined to receive it. It was accordingly placed on interest in China until 1867, when it was remitted to this country and invested in U. S. bonds, and at the present time it amounts to over \$400,000. It is now proposed, by some persons who have interested themselves in the matter, to secure an act of Congress devoting this money to the establishment of an American college at Peking, China. The design of this school is stated to be "to educate interpreters for the diplomatic, consular and commercial services of both nations, to foster the study of the literature, geography and natural history of China, and, by the help of models of American inventions, and lectures illustrated with striking philosophical experiments, to gradually lead educated Chinese to favor the employment of *American enterprise* in the improvement of their schools, and the exploration and development of their rich mines and other natural resources. Such employment of American talent is *already begun* in China, while in Japan it is *fast remodeling their government*." Prominent among those who have been active in urging this measure is Prof. W. P. Jones, well known to the educational men of this state, and for several years United States consul in China. The above facts have been mostly gleaned from a pamphlet upon this subject, of which he is the author.

DODGING THE QUESTION.—Some pupils display a wonderful amount of ingenuity in their endeavors to escape direct answers to the questions of the class-room. 'How not to do it' seems to have been reduced by them almost to a fine art. If the mental force expended in this direction could only be turned into the right channel and be utilized in learning the lessons assigned, what splendid results might be accomplished. If the teacher has a hobby—and what teacher has not?—these shrewd boys and girls are not slow to discover it, and to find out just how to lead him away from the unlearned lesson to his favorite theme; and when he is once fairly launched upon that, they know that they may rest easy until the recitation is over. Or, again, if a question is asked which they are unable to answer, they resort to the not uncommon expedient of making a reply that bears more or less remotely upon the subject-matter of the question, in the hope that it may serve the purpose of covering up their real deficiencies. And the success which so often

crowns such efforts furnishes reason enough for a repetition of the operation. Still again, the pupil rises to recite with nothing upon which to rely save the assistance to be obtained during the recitation, either directly or indirectly, from the teacher or the class. No little tact and boldness is requisite for the highest style of success here; but with these at command, the want of preparation is by no means a sure omen of failure. We have known of instances where the pupil has succeeded in threading his way through quite intricate subjects, and has even won the reputation of brilliancy in the recitation, with no knowledge whatever of the topic under discussion, and with nothing to guide him besides the succession of smiles of approval, the significant nods and shakes of the head, the monosyllabic encouragements and warnings of the kind-hearted teacher. These and other means are some times employed in order to pass the ordeal of the class-room and get credit for a knowledge which is not possessed. It is the business of the teacher to penetrate these disguises and to cause the pupil both to see himself and to understand that he is seen by others in his true light. Unless this be done, there will be an utter failure in one of the prime objects of the recitation, namely, that of ascertaining the nature and extent of the pupil's preparation of the lesson. In order to accomplish this object, let the teacher put his question or assign the topic and then *be still*. A teacher who has learned when to keep silence has made one very valuable acquisition. Insist upon full, direct and unequivocal answers to all questions. Indulge in no wandering or irrelevant talk, and permit none from the members of the class. Reserve all expression of approbation or disapprobation until the pupil's knowledge of the subject is thoroughly tested. Let all corrections and criticism, whether from the teacher or the class, be made after the pupil has finished his recitation. In short, let it be understood that success can be secured only by honest, faithful effort, and that sham and pretense will be sure to result in disgraceful failure.

AN INQUIRY.—Where are the published proceedings of the National Educational Convention held at St. Louis last summer? We understood when the convention adjourned that there was money enough in the treasury to pay for the work, and that arrangements were made for a speedy publication. Eight months have now passed, and still the proceedings have not made their appearance. Would it not have added somewhat to the value of the volume if it could have been brought out a little more promptly?

STATE TEACHERS' INSTITUTE.—The Illinois State Teachers' Institute will hold its eighth meeting at Normal, commencing Tuesday, August 13, 1872, and continuing through eight days. A larger part of the instruction than heretofore will be given by prominent educators not connected with the Normal Faculty. Arrangements are already complete, securing the services of several persons who have not been present at any of our meetings. Each morning session will be devoted to instruction adapted to the several grades of schools—the members dividing off into three sections.

The Programme of Exercises may be looked for in the June number of the Teacher.

CIVIL SERVICE EXAMINATIONS.—We find in Appleton's Journal a set of questions used in examining applicants for positions in the civil service. It would hardly seem that so simple a matter need to cause such an outcry among the politicians. The examination is conducted by the chief clerk of the Bureau of Statis-

tics, the chief clerk of the Treasury Department, and the chief clerk of the bureau in which the vacancy exists.

"The examination is altogether in writing, and covers the special duties of the position to which appointment is sought, and the general branches of ordinary instruction. No better idea of the examination can be given than by presenting a copy of an actual set of questions for admission to one of the clerkships in the Treasury Department. These are as follows:

1. Name?
2. Grade for which designated?
3. In what office?
4. Residence?
5. Place of birth?
6. Date of birth?
7. State as to elementary education: mathematics, languages, book-keeping, science, art, etc.

8. What subsequent experience in business or profession?

9. What clerical experience?

10. State the nature of the work, and give an example illustrative of accounts or computations in which you have lately had practical acquaintance.

11. Write in figures the numbers: Six hundred thousand and two hundred; ninety thousand and eighty; one hundred-thousandth; one ten-thousandth; one tenth.

12. Write at length the numbers expressed by the following figures: 40050; 800401; 4050607000; 100.011; .111.

13. Add the following numbers, and ascertain the per cent. of each to their sum: 14567, 32134, 56714, 32196, 43187, 24685, 96517.

14. Add 1.87, 0.087, 31.8705, 2.4759, 0.0102, and 0.0006.

15. From 3387.9 subtract 0.9982.

16. Multiply 31.000489 by 200.35.

17. Divide 24.75 by 89.123.

18. Add  $\frac{2}{3}$  to  $\frac{3}{5}$ .

19. Subtract  $\frac{4}{5}$  of  $\frac{5}{6}$  from  $\frac{6}{7}$ .

20. Multiply  $\frac{2}{3}$  by  $\frac{1}{2}$  of  $\frac{1}{3}$ .

21. Divide  $\frac{3}{5}$  by  $\frac{1}{6}$ .

22. If the premium on gold relative to currency is 20 per cent.—that is, if \$100 of United States gold-coin is worth \$120 of United States paper currency (greenbacks)—what is the value of \$100 of United States paper currency?

23. If the premium on gold is  $17\frac{1}{8}$  per cent., what is the value in gold of \$100 of currency.

24. James Williams is a disbursing agent. February 1, 1870, there is in his hands \$8,463.32. March 1st he pays out \$3,498.55, on which he is entitled to

a commission of  $1\frac{3}{4}$  per cent. May 1st he receives \$2,964.50. June 1st he pays out \$3,842, on which he is entitled to a commission of  $2\frac{3}{4}$  per cent. State this in the form of an account.

25. When was the Declaration of Independence adopted?

26. Who commanded the American army during the War of the Revolution?

27. Into what branches is the United States Government divided?

28. State the duties of each branch.

29. What chain of lakes is on or near the northern frontier of the United States, and by what river and gulf do their waters reach the ocean?

30. What are the principal mountain-ranges of the United States?

31. Write correctly the *words* in the following sentences:

Lemmon peel contains a peculiar acid.

I had as leaf go as hav him go.

The belles rang out a merry peel.

He raized 500 pounds from the floor.

Complements are seldom sincere.

Punctuality is almost a virchoo.

Gold is not compareable to steal for utility.

32. Correct the following sentences:

The man is prudent which speaks but little.

A variety of pleasing objects charm the eye.

Man is not such a machine as a clock or a watch, which move merely as they are moved.

I bought the knives at Johnson's, the cutler's.

It could not have been her, for she always behaves discreetly.

Good order in our affairs, not mean savings, produce great profits.

Ignorance, or the want of light, produce sensuality, covetousness, and those violent contests with others about trifles, which occasions so much misery and crimes in the world.

33. Write an official letter.

"These, it should be understood, are exact copies of the questions actually asked



by the examining board, and, although they are varied with each applicant, the general average of their scope and character is substantially identical. In addition to these, arithmetical tests are not unfrequently given, including questions appertaining to the relative values of securities and the conversion of foreign securities, and other problems of a miscellaneous nature.

"The experience of the board of examiners shows that the great majority of those who submit to these tests pass with credit, and receive the appointments which they seek. The candidates usually spend at least two days in the examination, and, upon the conclusion of their labor, are not delayed long in ignorance of the result. The papers are carefully examined, the decision of the board is announced, and the appointment is made without delay. No absolute requirement has been established for success, but the general character of the contents of the paper, and the evidence which it bears of the ability and aptitude of the candidate, are taken chiefly into consideration. Persons have not been rejected except upon broad and apparent cause. The records of the board of examiners, and the papers on file, will show that their judgment has been exceedingly liberal and favorable to the candidates. In making up the verdict upon the examination, the greatest weight is given to the answers to those questions relating particularly to the duties of the office for which appointment is desired. Answers in history, geography, and the other general branches of information, have not so much weight, but are designed chiefly to show the general information and education of the candidate. Much importance is attached to matters of fractions, percentage, and, for the accounting bureaus of the Treasury, the subjects of accounts and book-keeping. The examinations are substantially the same for all the clerkships in the Treasury Department, and particular assignment is made by the Secretary or by some other officer to whom this duty is intrusted. In addition to these examinations, the copyists and counters for the various bureaus of the Treasury are also subjected to a lighter and easier test, which includes but little more than a statement of the place and time of birth and the rudiments of education. Copyists are also required to pass an easy test in orthography. All of these appointments, however, are given to females, although the appointments for clerkships are open to both sexes on equal terms."

## MONTHLY REPORTS FOR MARCH.—

TOWN OR CITY.	No. of Pupils Enrolled.	No. of Days of School.	Average No. Belonging.	Av. Daily Attendance.	Per ct. of Attendance.	No. of Tardinesses.	No. neither Absent nor Tardy.	PRINCIPAL OR SUPERINTENDENT.
Chicago ..	27744	25	24985	23462	93.9	9635	...	J. L. Pickard.
Bloomington ..	2677	30	2472	2304	93.2	481	...	S. M. Etter.
Aurora ..	1382	20	1254.5	1158.7	92.3	114	452	W. B. Powell.
Rockford ..	1093	20	1068	1007	94	226	412	Jas. H. Blodgett. O. F. Barbour.
Danville ..	1010	25	869.4	780.8	89.8	459	241	J. G. Sheild.
Macomb ..	630	20	600	565	95.8	63	315	M. Andrews.
Princeton ..	585	20	558	542	97.1	55	300	C. P. Snow.
Shelbyville ..	509	20	490	425	88	179	139	Jephthah Hobbs.
Galva ..	410	20	380	358	94	83	117	Alfred Clark.
Mattoon ..	381	20	330.6	316.6	95.5	185	87	J. H. Thompson.
Lewistown ..	341	20	306	291	95.1	23	128	Cyrus Cook.
Henry ..	326	20	296	273	92	67	99	J. S. McChung.
Belvidere ..	259	16	254	219.5	86	31	98	H. J. Sherrill.
De Kalb ..	253	21	227	213	94	61	99	Elta S. Dunbar.
Dixon (North) ..	205	20	191	183	95.8	160	62	J. V. Thomas.
Yates City ..	158	22	156	150	96	64	49	A. C. Bloomer.
Marion ..	155	21	145	134	92.3	127	47	E. Philbrook.
Lyndon ..	118	20	116	98	84.4	66	52	O. M. Crary.
Creston ..	105	21	97	89.6	92	5	18	P. R. Walker.

THE NATIONAL EDUCATIONAL ASSOCIATION.—The next annual meeting of the National Educational Association will be held in the City of Boston, Mass., on the

6th, 7th and 8th days of August, 1872. The forenoon and evening of each day will be occupied by the General Association, and the afternoon of each day by the four Departments—Elementary, Normal, Superintendence, and Higher Education. The officers intrusted with the duty of making the arrangements are making good progress, and a full announcement will be made at an early day. The programme of exercises will include several of the most important educational topics now receiving consideration. No labor will be spared necessary to make the meeting a success.

S. H. WHITE, *Secretary*,  
PEORIA, ILL.

E. E. WHITE, *President*,  
COLUMBUS, OHIO.

#### PERSONAL AND GENERAL ITEMS.

PROF. MORSE, the inventor of the electric telegraph, died, in New-York City, Tuesday, April 2d.

REV. THOMAS C. UPHAM, D.D., a member of the faculty of Bowdoin College, at Brunswick, Maine, died on the same day as Prof. Morse. He was the author of several works widely and favorably known; among them, a treatise on intellectual philosophy used as a text-book in many schools.

ONE of the finest public-school buildings in the state, at Litchfield, Montgomery county, was destroyed by fire on the night of April first. The building was worth from fifty to sixty thousand dollars; insured for twenty-five thousand.

HON. B. G. NORTROP, Secretary of the Connecticut Board of Education, has been invited by the representatives of the Japanese government to take charge of the school system of that country with a salary of \$10,000 per annum. A like offer has been repeatedly made by the Argentine Republic to Mr. Wickersham, Superintendent of the Pennsylvania schools.

DR. JOHN S. HART, author of several school-books, has accepted a professorship in the College of New Jersey.

THE Wisconsin teachers hold their next annual association at Madison, the second week in July.

MR. J. R. MCGREGGOR, who has been teaching at Heyworth, has taken charge of the school at Mendota. Mr. N. A. BENTLEY, of Lasalle county, succeeds Mr. McGreggor at Heyworth.

REV. MARK HOPKINS, D.D., for nearly forty years President of Williams College, Mass., has resigned, and Rev. P. A. Chadbourne, D.D., has been elected to fill his place.

THE Compulsory-Education bill that was pending before the Iowa legislature has been indefinitely postponed.

OF the 1207 students in Michigan University, Illinois furnishes 123.

THE Massachusetts Society for the Prevention of Cruelty to Animals offered prizes to the Boston grammar and high schools for the best essay on the prevention of cruelty to animals. The awards were made not long ago, and all the prizes, with one exception, were won by girls.

THE whole number of pupils in the Boston public schools is 36,588, of which number 1594 are in the high schools.

THE last report of the Cincinnati schools shows the number of different pupils registered to be 27,140, and the total cost per pupil, exclusive of the cost of new buildings, \$24.37.

OF the \$8,435,990 given throughout the country, during the year 1871, for educational objects, more than one-half was given in two states, viz., California \$2,000,000, and Massachusetts \$2,502,000. The educational benefactions in Illinois amounted to \$391,000.

## EDUCATIONAL NEWS.

### ILLINOIS.

BLOOMINGTON.—The financial report of the Board of Education of Bloomington shows the total expenditures for school purposes for the year ending April 1st, 1872, to have been \$49,871.24, of which amount \$26,513.40 was paid for salaries of superintendent and teachers. The estimate for the coming year is \$49,150. To raise this amount, a tax of two per cent. on the assessed value of the taxable property is recommended; also, a tax of one-half of one per cent. to meet the payment of school bonds that will become due and payable during the year.

IROQUOIS COUNTY.—The teachers of this county held an institute at Gilman, the first week in April. President Edwards was in attendance, assisting in the exercises and lecturing in the evening.

LASALLE COUNTY.—The Inter-County Teachers' Convention, so called, which we believe is confined to LaSalle county, was held at LaSalle for four days of the last week of March. The work of the first day was devoted to Arithmetic, that of the second to Geography, of the third to Grammar, of the fourth to Reading. The teachers of the county worked well, and were assisted by quite a number who were in attendance from abroad. Evening lectures were delivered by Rev. D. J. Holmes, on *Sowing Wild Oats*; by Rev. Mr. Whitney, of Ottawa, on *Odds and Ends*; and select readings were given Thursday evening by Prof. Blish, of St. Louis. The sessions were well attended, and a good degree of interest in the exercises was manifested by the teachers.

MASON CITY.—The people of this place have become alarmed about the small-pox, and have closed their schools to prevent the spread of the disease.

NORMAL.—The Spring Term at the State Normal University opened April eighth. The number in all of the departments is about four hundred and fifty, which is somewhat above the usual attendance at this season of the year. Dr. Vasey has accepted his appointment at Washington, and has resigned his position as Curator of the Museum. His successor has not yet been appointed.

ROCKFORD.—The Rockford Gazette devotes four columns to the account of the Spring Examinations of the Public Schools, which continue to hold the high position in popular esteem for which the public schools of that city have been noted. A Shakespearian entertainment at the close of the West-High-School exercises is well spoken of. Another number of the Gazette mentions the reception of specimens from the Natural-History Society by the West High School.

WINNEBAGO COUNTY.—The Winnebago County Institute was held at Rockford, April 2d, 3d, 4th and 5th, with a good attendance. Superintendent Andrew conducted *Arithmetic* at the opening; Mr. Jepson spoke on *Grammar*; Mr. Barbour

led the *Music*; Mr. Freeman had a daily exercise in *Psychology*; Mr. Blodgett worked in *Reading* and in *Natural History*. Prof. Hewett, of the Normal University, spent two days there, during which time he set forth some work in *Arithmetic*, *Geography*, *History*, and in *Theory and Art of Teaching*, besides giving an evening's plain talk on educational topics to a general audience. Other evening exercises were an admirable essay by Miss Ashmun, and valuable addresses from Rev. T. C. Easton and Rev. Mr. Meredith. Superintendent Andrew was presented with a costly and valuable volume, near the close, by the teachers.

#### FROM ABROAD.

MISSOURI.—We are in receipt of the sixth annual report of the Superintendent of Public Schools of the State of Missouri. It is a volume of nearly two hundred and fifty pages, presenting a complete view of the various educational agencies of the state. The sentiments advanced upon the different subjects discussed are just and sensible. *The Bible in Schools*, *Compulsory Education*, *Public-School Libraries*, and *The State University*, are topics which we have read with interest. We find that the amount expended for school purposes during the year 1871 is \$1,749,049; the average monthly salary paid to teachers, \$35; number of children between 5 and 21, 634,443; number attending school, 330,070; the cost per scholar based on attendance, \$5.30. Among the other good things about this report is the admirable index appended to it, a thing which we do not always find in educational reports.

RHODE ISLAND.—The little State of Rhode Island is any thing but little in its educational efforts. The second annual report of the Board of Education and the twenty-seventh of the Commissioner of Public Schools is before us, and it presents a most encouraging view of the educational condition of the state. It is estimated that ninety per cent. of the school population between 5 and 15 years of age receive instruction either by public or private means. The total amount expended for schools during the year is \$461,160.41, of which \$312,325.73 was paid for teachers' salaries. The report says some very good things in favor of free public libraries, and contains a full and interesting account of the success of evening schools in different towns through the state. Indeed, one would hardly desire a stronger argument in favor of evening schools in all of our larger towns than that furnished by the facts here given. Upon the subject of *Women as School Committee*, Commissioner Bicknell says, "I am fully satisfied that it is wise to appoint women of talent, public spirit, and business tact, as school officers of the district and the town. In the town of Tiverton, the school board during the past year has been wholly composed of women, and it is the uniform testimony of the people of that town that in no previous year has so much time and labor been devoted to the advancement of the various interests of the schools."

SOUTHERN ITEMS.—A normal-school bill was introduced into the general assembly of Virginia at its recent session, but the assembly adjourned without reaching final action upon it. An extra session has been called, which it is thought may consider the measure. A law has been passed for the establishment of an agricultural and mechanical college. The board of visitors, of which the members of the State Board of Education are ex-officio members, has already organized, and a committee has been appointed to report a plan of organization and instruction for the

institution....The State Industrial University of Arkansas has been located at Fayetteville, Washington county. The farm connected with it contains 160 acres. A temporary building has been erected, to accommodate one hundred and twenty students. The institution was opened on the 22d of January last, with Prof. N. P. Gates as Principal. There appears to be some difficulty in obtaining the agricultural land scrip due the state, and complaints exist of a want of economy in the management....The Kentucky State Teachers' Association is to hold its next meeting August 12th to 16th, but a full programme of exercises has already been prepared and published. The general assembly has manifested no disposition to make the needed alterations in the common-school laws....Tennessee is trying to raise by subscription \$2,000,000 as a public-school fund....The Georgia State Teachers' Association is to meet at Atlanta in May. The Agricultural Society of the state has appointed a committee, which is expected to report to a convention that meets in August next, recommending a place for the location of the Agricultural College....In Alabama, the opposition to free schools has been so active that less has been accomplished than in most of the other southern states. The superintendent, in his report of a year ago, uttered a warning against too much legislation for public schools. The legislature, at its recent session, seems to have gone to the other extreme, and to have failed to make such provisions for education as were imperatively demanded, that body having adjourned without making the appropriations necessary to pay the teachers of the public schools. The Agricultural College has been located at Auburn, Lee county, with Rev. I. T. Ticknor, President; Col. Geo. P. Harrison, Commandant; and seven other professors.

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### NOTICES OF BOOKS AND PERIODICALS.

(<sup>20</sup>) THE telescope, the microscope, and the spectroscope,—what vast additions to the domain of human knowledge have these instruments made! By them have been unlocked the mysteries of the heavens above and the mysteries not less profound of the common objects about us. They have revealed to us the wonders and the beauties alike of the infinitely great and the infinitely small. The volume before us tells us something of the astonishing revelations of the microscope. Though it deals with objects that are but the thousandth part of an inch in diameter, and that weigh but the hundred-millionth part of a grain, yet the beauty and symmetry and wisdom which are exhibited in their structure can not fail to interest all. The volume contains one hundred and forty-four pages. It treats of the microscope, how to use it, and how to prepare microscopic objects for examination; of infusorial animalcules and protophytes; of microscopic fossils; of minute aquatic animals; of the structure of wood and herbs; of crystallizations; and of parts of insects and miscellaneous objects. There are about 250 illustrations, beautifully executed. Not only will the book be found interesting to the general reader, but it has occurred to us that the teacher might find here a large amount of curious

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(<sup>20</sup>) THE AMATEUR MICROSCOPIST: *Views of the Microscopic World*. A handbook of Microscopic Manipulation and Microscopic Objects. By John Brocklesby, A. M. William Wood & Co., New York.

and valuable information to be used in giving to his pupils oral lessons upon natural objects. It would be a desirable addition to any school library.

(<sup>21</sup>) THIS is a little book of 120 pages, the object of which is to teach the first principles of short-hand writing. The system is founded upon the phonographic system of Isaac Pitman, but varies from that in several important particulars. The same consonant signs are employed in both, but the sound which each character represents is different in the two systems. Each vowel sound has a distinct character, which is written with the consonant signs and serves to connect those signs together. Thus the sound represented by a vowel character is entirely independent of the position which that character occupies, differing widely in this respect from Pitman's phonographic system. We should judge the system here presented to be a very good one, and if we were to begin anew we are not sure that we might not give it a trial; but, having long ago learned to write phonography, we shall follow the very sensible advice of the author of this little treatise, and "on no account attempt to write two styles of the art." We believe, however, that every scholar or professional man will find himself well rewarded for the comparatively little labor required to master some system of short-hand writing. To qualify one's self for verbatim reporting would, indeed, require a long time and much practice; but the less abbreviated style, which, after all, is the most useful for ordinary purposes, can very easily be acquired, and will be found valuable in numberless ways.

(<sup>22</sup>) SHAW'S *Manual of English Literature* has long been before the public, and is justly considered one of the best, if not the best, text-book upon this subject. This edition is edited by William Smith, LL.D., the well-known author of several student histories and other works, and contains a brief sketch of American Literature by Henry T. Tuckerman. The *Choice Specimens of English Literature* is designed to accompany the manual and to be used in connection with it,—the latter presenting the history of English literature, an account of authors and their works, and general criticism of the style and character of their writings; and the former containing selections to illustrate and enforce the discussions of the Manual. It is difficult to gain much idea of an author's style from brief selections from his works, but we have seldom seen a better class of selections than those contained in this volume. These two books, in the hands of an intelligent and judicious teacher, are well adapted to awaken in the pupil a taste for good reading and to incite him to prosecute for himself this most delightful and useful study.

(<sup>23</sup>) THE *Parser's Manual* is designed to be a companion of any of the text-books in Grammar used in our schools. The different parts of speech and the various constructions of the language are illustrated by numerous examples systematically arranged. These exercises are to be taken up in connection with the topics of the text-book. Those who feel the need of such a collection of illustrative examples will find this book well adapted to the purpose for which it has been prepared.

(<sup>24</sup>) THIS speller seems to us a decided improvement upon the old-fashioned text-books in this branch of study. The first lessons are designed to illustrate the vowel sounds, and then follow lists of words containing the names of objects presented in pictures at the top of the several pages. The illustrations are good, the type clear, the paper strong. The book affords the teacher the opportunity to make the spelling-lesson mean something.

(<sup>21</sup>) THE ELEMENTS OF TACHYGRAPHY. By David P. Lindsley. Otis Clapp, Beacon St., Boston; or, D. Kimball, Chicago.

(<sup>22</sup>) SHAW'S MANUAL OF ENGLISH LITERATURE. CHOICE SPECIMENS OF ENGLISH LITERATURE. Sheldon & Co., New York.

(<sup>23</sup>) THE PARSER'S MANUAL. By John Williams, A. M. Wilson, Hinkle & Co., Cincinnati.

(<sup>24</sup>) THE NEW AMERICAN PRIMARY SPELLER. E. H. Butler & Co., Philadelphia.

## CORRECTION.

The article on *Oral Instruction*, on page 180 is by Miss A. G. PADDOCK, and not, as there stated, by Miss D. A. LATROP.

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## COUNTY INSTITUTES.\*

[Concluded from May number.]

E. L. WELLS.

### TIME OF INSTITUTE.

TAKING into consideration the condition of the roads, the state of the weather, the terms of schools, and the fact that the institute can do twice as much good when twice as many teachers are in attendance, about the first of October, in our part of the state, is the best time of year for the annual institute. Then the roads are generally good, the weather is generally pleasant, the farming communities are not so pushed with work, and it is just before most of the country schools begin their winter terms.

### THE PLACE OF MEETING.

It should not always be one and the same. In our present circumstances, it is necessary for citizens to assist in entertaining teachers, and it would make them too great a burden to do this for several successive years.

Again, different communities need the good influences of the institute, and will invite it, if worthy, to their respective localities. The best way of locating the institute is by a vote of its members upon the invitation of the citizens of the town that desires it. The principal of the public schools of the town should be the committee of entertainment, a position of not less importance to the success of the institute than that occupied by the county superintendent. It would be very difficult to hold a live institute in a town where there is a dead principal of the public schools.

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\*Read before the State Teachers' Association at Dixon, December, 1871.

## THE LENGTH OF SESSION.

It should generally be four days. More will attend than if the session were two weeks. A session of one week will do nearly as much good to the schools of a county as one of two weeks. The hospitality of the citizens of any community would more freely be given. The entertainment of teachers would not be so troublesome, and the community would be left to enjoy as usual the privileges of the Sabbath.

In some counties, where facilities of travel are good, it might be well, perhaps, to have the session continue five days; but generally it is not best to ask citizens to entertain teachers on Monday—our national washing-day,—nor is it best to continue the session on Saturday, as it is a busy work-day in any community, and the teachers need the time to return to their homes before the Sabbath.

## ENTERTAINMENT OF TEACHERS.

This is some times quite a difficult matter to arrange. In large towns and cities it is not as difficult to find hotel accommodations for teachers, and citizens are blessed with many opportunities to hear good lectures, and are less inclined to open their houses for the entertainment of teachers. An institute will very often be more successful if held in a town of from one to two thousand inhabitants.

I am one that believes that our profession should be self-supporting, that we should be paid so as not to be obliged to ask any special favors from railroads, hotels, or from citizens of any community; yet I am aware that many teachers of graded and high schools, who have fair salaries, expect and are pleased to receive these favors.

Not all teachers of country district schools, who are mostly to be benefited by county institutes, are yet paid sufficiently to induce them to attend, if they are expected to pay fully for their entertainment while in attendance. In our county we have teachers that prefer to pay and do pay their own way. We encourage them in it, and find a growing sentiment in this direction.

We furnish a course of lectures that is a credit to any place, and in this way we partly repay the citizens for their hospitality. These lectures are so popular that towns desire the institute in part for them, and invite us to their respective localities, opening their homes to our members; and when we thank them for their hospitality, they thank us for the course of lectures and the good cheer we bring to them.

In this way the elephant of institute entertainment is disposed of.

But to secure a very good course of lectures and also to pay for the



other expenses of the institute requires more money than is generally given by county courts or boards of supervisors.

These extra funds must come from the citizens of the place where the institute is held, or from the members of the institute. The citizens ought not to be asked to subscribe for this purpose, nor should they be charged for admission to the lectures.

It is better to obtain this money from the teachers in attendance by voluntary subscriptions, if possible.

In our county we have a little book containing the following: "We, who hereafter have signed our names, desiring the Ogle County Teachers' Institute to be of the greatest interest and benefit to its members, do hereby request the county superintendent, or a committee appointed by the institute, to ask each of us at each session of the institute, when we are present, for one dollar, which we cheerfully promise to pay at such times and for the purpose of securing persons to lecture before and to instruct us, of better talent than can generally be obtained with only the funds usually appropriated by the county board of supervisors."

Very many names are subscribed by the men and women voluntarily. If any of the former do not do this voluntarily, they are requested so to do.

In a short time, last October, one of our active men collected about eighty dollars from our institute members. This, in addition to the \$100 given us by the board of supervisors, enabled us to pay our incidental expenses, and our lecturers quite liberally.

#### THE PROGRAMME.

It is not always necessary that it be printed in advance; especially not when a person from abroad is to assist largely in conducting the exercises.

One can not be given as a model, which should always be followed. Prof. Hewett and others have given several valuable suggestive programmes in our school journals; but to be followed literally would be like now writing an order for a hotel dinner at the next meeting of the Association. The county superintendent should begin early and work unceasingly to secure the best assistance possible, and to perfect his programme in every respect, and should never announce a lecturer or instructor until he has unqualifiedly committed himself to perform the work assigned him.

If his announced assistants fail him, it is generally owing to his failure in perfecting his arrangements for the programme; and if any thing

will help to kill an institute, it will be an announced programme poorly carried out.

It is well that the devotional exercises should be conducted by the different ministers of the place where the institute is held, and that another citizen of the place should be asked to lead in the devotional music. He will be able to supply singing-books from the churches or Sabbath-schools, and testaments can generally be borrowed from the Bible depository of the locality. In this manner the citizens and the teachers are brought into a closer union.

Music should be provided for at frequent intervals during the sessions of the institute, some times by employing some competent man to give musical drills, and some times by calling out the members, having previously obtained their consent to assist in this manner.

The music for evening sessions should be given by citizens of the institute locality, under the direction of a committee of their number. This will make a still closer union between citizens and teachers.

The body of the programme should be adapted by all means to the greatest needs of the teachers of the county. Some institute conductors are inclined to soar among the stars, forgetting that the teachers' work is upon the earth. In one year the teachers may have a certain set of needs, in the next year another.

At our last institute the following were among the topics considered: Teacher's first work in the school-room; Best methods of oral instruction; Best methods of teaching mental arithmetic; Best methods of teaching beginners to read; Best methods of teaching grammar to beginners; How to teach writing; Best methods of teaching composition and declamation; Best method of teaching spelling; How to use blackboards and slates; How to use school maps; How to use text-books; Moral instruction in schools; How to use globes; and how to teach physiology to young pupils.

It is well to have some able teacher prepared to commence the discussion of a topic, followed by one or two others who are also prepared, and then give time for a general discussion of the subject, in which, some times, the most valuable thoughts may be given. The best debating talent of the teachers of the county can be profitably employed in discussing some most important school question of the day.

It will be found necessary to employ assistance from abroad; but the teachers of a county should be fitted as fast as possible to do wholly, or in great part, their own work. I do not wish to be understood as not appreciating the great and good work done by many of our able educators, especially by the President and Professors of our State Normal

School, in building up the county institutes of the state. We shall need their aid very much hereafter; yet, I repeat that we should strive to prepare ourselves to do our own work when it is necessary for us to do it.

The work should not be done wholly, nor mainly, by the men of the institute, but the women should be given their full share. They should not do this work so much by reading essays, as is generally the custom, but more by presenting classes, and thus showing their methods of teaching, and by entering into the discussions of the institute.

I do not detract from the merit of the men teachers when I say that, with a fair opportunity and proper encouragement, the women will compare favorably with the men in good institute work. They often attend institutes in much greater numbers than the men, and they are too often found as listeners in stead of workers.

Every teacher present should have something assigned him or her to do. The county superintendent can prepare questions upon school subjects, which can be read before the institute in advance of calling for answers from all members of the institute not upon the special programme. These questions might, in part, be furnished by the teachers in a query-box, and the bringing-out of all the teachers in this manner would add very much to their interest and improvement.

It is said by some that an institute should be a model school; but in many respects this can not be, although time should be taken to show teachers how to prepare and assign lessons, and how to train pupils to study them.

I do not think it is often well to have critics appointed to review publicly the work of members of the institute. If they entirely praise, their work is of but little value; if they censure, they will be very likely to make it more difficult for the county superintendent to find willing workers on the programme for the next institute. The superintendent can often make with good effect general criticisms, that will be of value to the members present.

The programme should also provide for sociables, at which times teachers can become acquainted with each other and have general conversations upon school matters. We all know that often times we receive the greatest benefits from these acquaintances and conversations.

#### ODDS AND ENDS.

It is well to have the day sessions of the institute held in a school-room, if there is a suitable one in the place. Churches and halls will generally be better for evening sessions. The room for day sessions

should be supplied with a bell, dictionaries, blackboards and crayon, maps, musical instrument, etc., etc. The room should be well warmed, ventilated, and swept, and all things should be kept in order.

Women should doff their hats, should bring no knitting-work or tating, and front seats should be first occupied. Tardy members should mark their tardiness upon a blackboard upon entering the room. Too much time is wasted in roll-call. When the names are taken by the secretary, it is well for the members to stand, and their names and residences to be spoken by the county superintendent, thus introducing each member to the others, as his name is called and he takes his seat.

The county superintendent should be, *ex officio*, the presiding officer of the institute, and he should be always prompt, and conduct the business according to parliamentary usage.

The exercises should not be allowed to drag, nor should time be allowed to run to waste. A programme at hand says: "Monday will be devoted to organizing." I would as soon think of saying that Friday will be devoted to closing.

The arranged programme should be carried out as strictly as possible. Full and timely notices of institutes by circulars, if not by programme, should be given. All particulars should be plainly and fully printed, and early and widely circulated. Printer's ink and postage pay.

Teachers should take to the institute such needed reference-books as they can, and should take many notes for future use.

There should be no puzzling with knotty questions, no wrangling, but the best of feeling should constantly prevail.

Resolutions should not be too quickly and thoughtlessly passed, and published reports should not be all boasting, but should state briefly what has been done.

Some times much good can be done by contrasting the old ways with the new ways of doing school work.

Do not employ too many instructors, nor attempt to go over too much ground, nor fail to make the instruction simple and systematic, to adapt the instruction to the circumstances and needs of country teachers, and to make every institute better than the one before it.

## COLLEGIATE EDUCATION.—III.

IN order that a college course shall really deserve the name of 'higher education', it must be an expansion of a course already commenced, or rest on a foundation already laid. It is not simply to be an inspiration to something higher, but is itself to answer largely to the demand which it creates. All studies which are distinctively preparatory point forward; but there are certain things which every young man ought to know, whether he goes to college or not, and it is the duty of our common and preparatory schools to furnish this knowledge, and it is the duty of the colleges to see that applicants for admission have it. Colleges reject or condition boys who can not write Greek accents, but receive unquestioned those who can not spell their own language, or write five sentences of good English on any given theme. Modern Geography and History are taken for granted, and if the applicant knows about Homer and Virgil, he is not questioned on Milton or Shakespeare. Colleges raise their standard of admission, but, unfortunately, they simply require more Latin and Greek, and so really run the risk of getting pupils worse fitted in other respects. The preparatory schools are compelled to spend more time on the classics, and do less with common English. Phillips Exeter Academy, for example, which is almost exclusively devoted to fitting boys for Harvard College, fits them in three years, but does nothing worth mentioning except with the dead languages. During the first year of its course, boys study nothing but Latin, with the exception of one lesson a week in something else. The academy honestly advertises that pupils who are deficient in common English studies should go elsewhere; but this will not keep away those who are bound to go to Harvard if they can get in, whether they know any thing else than the required studies or not. The examining committee of Harvard, in a report published in the January number of *Old and New*, speak of the "careless, often illegible handwriting, bad spelling and free use of blots and corrections. The composition or character of the papers was equally open to criticism." "In reading over the examination-books, we have been struck with the want of clearness in statement and of felicity of expression which they evince; in short, with their want of literary merit. The schools are responsible for the bad writing, the bad spelling, and to some degree for the faulty style." Are the schools, however, any more responsible than the college? If the college continues to magnify Greek accent and Latin quantity above the correct writing of English, to reject boys who can not locate Sparta and Troy correctly and to re-

ceive those who can not bound their own state nor locate the great cities of their country, the evils complained of will increase rather than diminish. The schools will infallibly shape their course by the requirements of the colleges.

Our public high schools—in fact, all grades of our public schools—ought to aim to furnish an education tolerably complete as far as it goes; that is, to provide for the pupil the best that can be provided, if he never goes beyond the school, or a given grade in the school. The pupil finds the most essential studies in the lower grades, and is required to take them all. The public school is calculated to meet the average public need. The graduates of many of our high schools from which Greek is excluded have a vastly better education on graduating than the average of those who enter college from academies or private schools. They have carried mathematics far beyond the ordinary requirement of colleges, they have had a fair drill in English composition, they have a considerable knowledge of the sciences, and frequently of some modern language. And yet they find it impossible to enter college, because there is no system of equivalents provided, by which their advancement in one study shall be set over against their deficiency in another. It certainly seems that this adjustment might be made to the mutual advantage of the schools and colleges.

The ignoring of natural sciences, modern languages, general history, and English literature, in the preparatory schools, seems unreasonable. These can be taught in their elements, and expanded in the college course, as reasonably as the dead languages. It is, perhaps, the principal reason why natural sciences and modern languages are so neglected by many college graduates, that they have so much elementary work to do on them when in college. The same difficulty occurs in their writing. They are unpracticed and need elementary drill, and yet are too old to take kindly to that which they need most. Our regular graded courses are calculated to drill most efficiently in these essentials. But in the present state of collegiate education, in those few high schools which fit for college, the classical and English courses must diverge too far down in the course to give the pupil who is to go to college the full benefit of the public school, and, as an almost necessary result, the classical course is soon crowded out. It is reported that, even in Chicago, the classical department of the high school has gradually died out. It is hoped that this may not be true.

Briefly, in conclusion, is there no way in which the colleges and public schools can be brought into greater sympathy of spirit and of action?

Y. S. D.

## HOW DO YOU PRONOUNCE GREEK?

JAMES R. BOISE.

THIS question is often asked, and it may be a convenience to some of the teachers in the state to see a formal and brief answer.

The following statement represents very nearly the pronunciation now adopted in Yale, Harvard, the University of Michigan, and several others of the best colleges in the country.

$\alpha$  as *a* in *father*:  $\varepsilon$  and  $\eta$  as *a* in *lute*;  $\varepsilon$  has half the quantity (or length) of  $\eta$ , and when followed by a consonant in the same syllable sounds like *e* in *ten*:  $\iota$  as *i* in *machine*:  $\circ$  and  $\omega$  as *o* in *note*;  $\circ$  has half the length of  $\omega$ , and when followed by a consonant in the same syllable is generally sounded like *o* in *not*:  $\upsilon$  like the French *u*, or the German *ü*, or often like *eu* in *feud*, by some teachers like *oo* in *food*:  $\alpha\iota$  like *ai* in *aisle*, with the first part of the diphthong somewhat prolonged:  $\epsilon\iota$  as *ei* in *height*:  $\omicron\iota$  as *oi* in *toil*:  $\upsilon\iota$  as *ui* in *quit*, or as *wi* in *wit*:  $\alpha\upsilon$  as *ou* in *round*:  $\varepsilon\upsilon$  as *eu* in *feud*, or *ew* in *few*:  $\omicron\upsilon$  as *ou* in *courier*, or *oo* in *boot*:  $\alpha, \eta, \omega$ , with  $\iota$ -subscript, like *a, \eta, \omega*. The consonants are in general pronounced as in English; except that  $\gamma$ , before  $\gamma, \chi, \zeta$ , is pronounced as *n* in *anger*, elsewhere always hard, as *g* in *go, get*:  $\theta$  as *th* in *thin*:  $\chi$  as *ch* in the German *sprach*, or Scotch *loch*:  $\sigma$  and  $\varsigma$ , always sibilant as in *sister*:  $\zeta$  is usually pronounced like *z*, but by some persons like *ds* or *ts*.

The stress of voice should fall only on those syllables which have a Greek accent. A proclitic is pronounced as a syllable of the following word; and an enclitic, as a syllable of the word preceding it. No distinction is made in sound between the three accents, acute, grave, and circumflex. Care must be taken to give the proper quantity to a long penult, when the accent falls on the antepenult. A little practice will enable the learner to accomplish this; so as to distinguish readily between  $\lambda\acute{o}\mu\epsilon\nu$  and  $\lambda\acute{\omega}\mu\epsilon\nu$ : and so in all similar cases. Yet no attempt is ordinarily made to distinguish the quantity of the three doubtful vowels,  $\alpha, \iota, \upsilon$ . Thus the word  $\pi\alpha\lambda\acute{o}\varsigma$  is pronounced the same in Homer as in Attic Greek; although in the former the  $\alpha$  is long, in the latter, short.

In reading verse, as verse, that is, as we commonly say, in scanning, the prose accent is entirely disregarded in Greek, as it also is in Latin. No one can read the first verse of the *Æneid*, or of the *Iliad*, and make the prose and metrical accents coincide. This indicates that the

reading of verse, both among the Romans and the Greeks, was far more artificial than among the modern European nations. It was farther removed from ordinary speech, and resembled singing or recitative.

If I have omitted in the above statement any points that perplex the learner and the young teacher, or have left any thing in obscurity, I shall be happy at any subsequent time to do what I can toward elucidating this subject.

The pronunciation above indicated is in most points the same as that which prevails in Germany. In England and Scotland, the pronunciation of Greek stands about where it did in this country fifteen or twenty years ago. It is the subject of constant derision—and with reason—of all the best scholars in Germany.

It must be carefully borne in mind that in the above statements I do not give the Modern-Greek pronunciation; nor any hypothesis of the pronunciation which may have prevailed at any particular time among the ancient Greeks; but simply that method which now prevails in the leading schools of this country. That this is a satisfactory approximation to the ancient Athenian method—as near an approximation as we can now expect to reach—I do not attempt to prove, but am inclined to believe.

*University of Chicago, May, 1878.*

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## WHAT SHALL BE TAUGHT IN OUR SCHOOLS?

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E. A. GASTMAN.

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THE Regent of the Illinois Industrial University made substantially the following statements in a late address:

“I believe our systems of education are radically wrong and need turning upside down. I hear a great deal about ‘systematic development’, and have made diligent inquiries to find out what was meant, but never knew until Prof. Turner suggested ‘round and hollow, like a stove-pipe’. I am content to educate young men and women for the practical ends and destinies of life, and let systematic development and discipline take care of themselves.” I am sorry that I have mislaid the extract containing the exact words of the distinguished speaker, but believe that no injustice has been done to the thought as quoted above.



Not long since, a writer in the Ohio Educational Monthly argued very strenuously that geography should be dropped from the course of study in our schools.

For years there has been an outcry against grammar as ordinarily taught. It is claimed that nothing is gained thereby. It don't teach our pupils either 'to speak or write the English language correctly'.

The American Naturalist reports that Huxley and his coworkers are greatly dissatisfied with results obtained from the study of the natural sciences in the English schools. They complain that in general the pupils obtain nothing but long lists of words to which they attach no definite meaning. The works of nature are neglected, while the time is spent in memorizing artificial classifications.

About a year ago, a prominent teacher in Illinois spent a day in visiting our schools. A large class was studying book-keeping in the high school. He frankly told me he considered it a waste of time for boys and girls to commence this subject in our schools. Let them wait until they go into business. The principles of the science are few and simple. What is needed is abundant practice, which, to be worth any thing, must be taken from the actual transactions of business life.

In a word, every study is assailed, except, perhaps, reading and writing. Hence the question at the head of this article. Dr. Gregory says: "Educate young men and women for the practical ends and destinies of life." This, we are told, in another part of the address, is to be done "by uniting theory and practice."

Now, won't some kind friend tell us how this is to be done in our public schools? If we drop geography, grammar, book-keeping, and all the other studies that some body can be found to object to, what shall we put in their places? Will it make the majority of our boys and girls any better fitted for the duties of life to teach them a little botany rather than a little geography? or, a smattering of zoölogy rather than the same amount of grammar? After trying to teach zoölogy and entomology to two or three classes in our high school, I am compelled to say that the subjects failed to excite any more enthusiasm than other studies. A few were very much interested, but the majority did n't seem to care whether a certain insect was a coleopter or a lepidopter—whether it was injurious or useful to man—whether it passed through a complete or a partial transformation.

The truth is, our pupils are not alike. 'Systematic development', as frequently used, is certainly a great humbug. What develops one human being may dwarf another. But our public schools, unfortunately, must deal with humanity in masses. We must so arrange our

courses of study as to benefit the greatest number. What that arrangement should be it is not easy to determine. Won't some of the readers of the Teacher favor us with suggestions during the summer, so that we may arrange our work for next year in the best possible manner? We have a vague suspicion that we have n't reached perfection in educational matters, even in Decatur.

*Decatur, Ill., May 11th, 1872.*

## O R A L I N S T R U C T I O N .

DELIA A. LATHROP.

REGARDING oral instruction there are three sentiments extant: the one advocated by the eager enthusiast, whose earnestness is only surpassed by his short-sightedness, when he cries "away with text-books"; the other extreme is represented by the fossilized veteran who raises his eyes in holy horror at the noisy outcry of the wild enthusiast—and, indeed, well he may; but, in addition thereto, he decries and condemns all oral instruction as a vain attempt at innovation upon the ancient banner-motto, "No royal road to learning."

While the short-sighted enthusiast and the fossilized veteran are diametrically opposed to each other, each is equally distant from the happy mean where oral instruction and the text-book are nicely adjusted the one to the other, and proved to be correlative forces in the educational world.

The question is not Shall we use the text-book or not? but, Do we comprehend the character of the youthful mind? the relation which one power bears to another? the natural order of their development? the means adapted to their strengthening? And, knowing all this, have we the skill to adapt means to an end? to select wholesome, nutritious food for the mental plantlets committed to our care? to so direct each impulse of these germinating powers that their every act will invigorate, strengthen, and encourage to continued effort? When we assign a lesson in spelling, in arithmetic, in geography, in grammar, geometry, philosophy, and descending the scale even to the little primary tables in number,—do we know to just which powers of the mind the work addresses itself? and are we so *practically* familiar with the science of mind that we *know* whether or not our pupils possess sufficient strength of each of these powers to grasp and comprehend the *thought*

that is clothed for them in the words of either the teacher or the text-book? Have we so studied to analyze, to trace cause and effect, that we can tell by the expression of the face, by the tone of the voice, by the whole bearing and manner of the pupil at recitation, whether he has made the *thought* his own, or has simply stored *words*?

Who ever heard of a teacher's examination conducted upon any such basis? Not thus are we measured. But, can you define every part of speech, give every rule of syntax and every exception under every rule, and analyze and parse every sentence in the Fourth Reader or Young's Night Thoughts? Can you perform any example in arithmetic at a moment's notice? Can you mention sixteen bays off the eastern coast of the United States, twelve capes projecting into the Arctic Ocean, locate ten cities in Africa, name all the islands in the Indian Ocean? Well, here is our course of study, which decrees that the pupils must come into possession of a certain number of facts in a limited time. We will give you a trial. If at the end of your probation your pupils can pass examination—that is, give evidence of having been drilled to think, look and move by the square-rule and plumb-line,—in fact, if you have been able to tone down their natural freshness and activity into automatic order, and said automatons can glibly tell every thing you have told them—provided you have succeeded in telling them enough,—you will be considered *qualified*.

The teacher thus placed—he may or may not perceive the error,—anxious to give satisfaction, realizing that he is expected to make memories to order and fill them with knowledge in an incredibly short space of time, labors for the desired result. “Teaching young ideas to shoot”! Well, it may be, but in such case the word ‘shoot’ must be translated by some other term than ‘germinate’. He is merely shooting abstract facts *at* ‘young ideas’; thus, in nine cases out of ten, checking all natural outgrowth, engendering distaste for study and disinclination for individual mental exertion.

Or, the applicant for a certificate appears before the county superintendent, and if, on examination, he shows a fair knowledge of the subjects which the law of the state specifies, the certificate must be granted, although the examiner *knows* that the would-be teacher has no knowledge of that on which he is to act, no theory and art of teaching as a developing, drawing-out process.

*Can* these things *be*, and those who aspire to be numbered among the wise and prudent among us devote their energies to arguing the *surface* question—oral instruction versus text-book? As to whether we use, exclusively, oral instruction or the text-book, or both combined,

is simply a question of *means*, which adjusts itself, in every mind wherein the thorough comprehension of the *highest object to be attained* occupies the corresponding scale of the balance. Down deep in the underlying strata are the questions which are of *vital* importance. Shall we, from lack of earnestness of purpose, suffer them to lie dormant? or when some delver, more zealous than ourselves, holds one up for our inspection, shall we give it feeble welcome—or, at most, that faint praise that is worse than condemnation,—because the *exterior* does not commend itself to our fancy? How many diamonds do we thus consign to the dust-heap? how many angels do we bid depart from our door? how many souls do we dwarf for eternity?

Oral instruction means simply the application in the school-room of that which has been *Nature's* method of procedure ever since the creation of mind: first, ideas; then, characters to represent them. The much-abused term 'object teaching', or 'illustrative teaching', stands as the representative of a powerful educational force; but we too often fail to investigate closely enough to recognize the broad basis upon which it is founded. We fail to catch the *philosophy* of the system: hence arises the perversion of an invaluable power for mental development; or, on the other hand, we condemn it, unconsciously ignorant that the beam which we contemptuously ignore is a mote in our own eye.

In Appleton's Educational Record for 1871, I find an article, entitled *How to teach Grammar*. The editor kindly informs us that the author is a veteran who has had great success in teaching grammar, and the writer stamps himself as a fossil when he says: "Our fathers learned grammar from text-books, and so can our children. Irving and Everett and Prescott made tolerable grammarians, and yet they learned grammar from text-books."

I suspect, if we were to enter Mr. Veteran's home, one of the cold winter evenings, we should find it illuminated by tallow-dips, and himself rejoicing in the possession of a wide-mouthed chimney—extending from cellar to garret, the broad hearth garnished with ancient andirons, and the dusky kettle suspended by a hook above the huge burning logs. His ancestors flourished and grew strong amid such surroundings, and his children can do the same; therefore, he complacently ignores all modern improvements.

Mr. Veteran, *must* we eat with two-tined forks because our fathers did? Because Irving and Everett and Prescott, men of superior minds and earnestness of purpose, were able to penetrate the accumulation of words and, by the eye of faith catching a glimpse of the life beneath,

perseveringly battle through the darkness and come out 'tolerable grammarians', must all generations of children be subjected to the same discouraging process? Because kerosene oil and illuminating gas were unknown when the fathers traveled the dark highway of school-days, must the children be deprived of having that same highway lighted by rays from the great educational head-light—illustrative teaching? Because lanterns were uninvented in the days of the fathers, must the children be denied the advantages of lighting and guiding themselves, each with his own individual lantern—his quickened perceptive?

Mr. Veteran ostensibly accords a secondary value to oral instruction; but the very manner in which he speaks of the whole subject proves him to be ignorant of the foundation-principles which underlie the whole structure, and without which there can be no *true* teaching.

That is an exceedingly narrow view of oral instruction which discovers nothing in it but map-drawing, blackboard exercises, memorizing facts about objects, extemporaneous arithmetical work, and 'chance-inspiration-of-the-moment' exercises. May the day hasten its coming, when it may be said of all who entertain *such* ideas of the 'improved methods of teaching'—they have left the profession for the profession's good. Such cumberers of the ground are hindering the cause of human progress in its most vital point.

Because success, according to a certain standard, has been accorded to us or arrogated by us, shall we look upon all methods deviating essentially from our own as unwarranted innovations upon time-honored customs, consequently, unworthy of an earnest, thorough investigation? May not our standard be faulty, even though it has been indorsed by wise men? Can we claim infallibility to warrant us in taking a positive stand *against* ideas and methods which have also found warm advocates among wise men, simply because *we* do not at first see the reasons? May not our attempts at reasoning be superficial, consequently our conclusions drawn from wrong premises?

But the withered, mouldy, worm-eaten kernel of this educational nut, which Mr. Veteran has cracked for us and Mr. Editor has industriously circulated among us, lies in the words—referring to the *impracticability* of oral instruction—"It won't work. In the first place, the teachers throughout the length and breadth of the land are not all Pestalozzis, and have not the ability necessary for such instruction. Secondly, if they had, they might not be willing to devote their hard-earned leisure hours to the working-up of such a course." There it lies—the worm *selfishness* coiled at the heart. Alas! it is too true—we are *not* all Pestalozzis. We have not all that self-sacrificing purpose which, in

striving to infuse its own heart into the great heart of humanity, stops not in the outer court, but penetrates beyond the veil, and thus *grows* to a glorious comprehension of the teacher's highest art. Self-abnegation was the secret of Pestalozzi's power; it is the secret of all power, and brings with it a recompense infinitely more restful than can ever come to us by tenaciously clinging to the so-called 'hard-earned leisure hours'. Let us renounce *self*; and thus infolded in the Pestalozzian mantle, words and forms and methods will become translated for us, and even the meanest ability will find that it has, at least, two mites to contribute to the world's great need.

I protest as earnestly as does Mr. Veteran against ignoring the collected wisdom of years of mental labor which the oral fanatic would ruthlessly condemn. It is not that we need text-books less, but that we know how to use them better. Perhaps I can best illustrate my idea by referring to an article about Teaching History, in the Illinois Teacher for November, 1871, written by Mary Ashmun (a lady with whom I have not the slightest acquaintance except through her writings in the Teacher). Here we have an illustration of that *real* teaching which quickens every fibre of the mental structure. The Franco-Prussian War was the absorbing topic of the day when the class were to commence general history. This, then, is taken as the basis of the work. The first requirement is the outlining of the maps of the two countries upon the board. In connection with this work, the pupils are incited to glean from the newspapers, illustrated papers, and such other sources of information as are within their reach, facts relative to persons and places connected with the subject, meanwhile locating all important places upon their maps. Special topics are assigned to individual pupils: as, the ostensible cause of the war, description of new weapons of war, characters of prominent individuals,—and the like. Live interest thus awakened, and an impulse given to individual investigation, there is aroused a curiosity to know more about these things. As they accumulate items from day to day, they discover that the causes of these events extend back—back into the past; new characters, new scenes, and new combinations of circumstances, are constantly arising. Leading them *now* to their text-books, they are ready to feed themselves—to cull and glean with whetted appetites. The writer says "I think we spent more than a week upon these preliminary topics, before we looked at our text-books." Then continued the backward study, with the contemporaneous history—the work, as it advanced, being interspersed with essays, orations, declamations, and reference to poems bearing upon the subjects of their study. Thus, in-

cidentally, was their attention drawn to the literature and authors of the various periods.

Now let the thoughtful teacher review all these steps, and ask himself What powers in the pupils were called into action by even the *simplest minutiae* of these requirements?—what bearing will this activity have upon their future mental growth and consequent accretions of knowledge?

It is just such *reality* to *all* the work of the school-room—grammar, mathematics, the languages, all—that oral instruction is designed to produce; if it fail, it is the fault of the instructor, not of the principles.

Grammar can be made interesting and a valuable means of mental discipline at a much earlier age than is generally supposed. Recognizing the established principle that the *desire to know* must first be created, our first lessons are conversational. Directing the children's attention to the conversation—the words used by the various persons whom they meet from day to day, do they notice any difference? Are they not more pleased and interested in some persons on account of the manner in which they use words? Thus will a train of thought be suggested, which, followed along, will not only call into action the conceptive power, comparison, reason, judgment, taste, but the attention will be fixed upon the fact that there is a branch of study which will teach them how to use words correctly; this will not only add to their store of knowledge, but will make them more interesting, more polite—child-language for culture. Now they are eager to know of it, to learn it. Shall we give them a dry bone in the shape of a *grammar* in answer to their cry for meat? or, shall we throw to them fresh, tempting tid-bits, and *lure* them on and on, until, ere they are conscious of the fact, they have acquired the desire and the power to delve to the marrow of the science? Here is one of the first morsels—we will throw it to *observation*. Children desired to look about the room, see how many things they can discover in it. Instantly they see every thing, many things which they had never noticed before, and they are eager to name them all. This done, we will toss out another morsel: this time we will throw it to the *power of expression*, in the form of the question "What have you been doing?" Instantly we discover the inevitable 'I-know,-but-I-ca'n't-tell' expression, throughout the class. Skill and careful engineering are needed to *lead* the pupils to *say* even so seemingly simple a thing as "We have been telling the names of the objects in the room." Without the utmost patience and caution, we shall find ourselves telling this to the class and then requiring them to say it after

us, and fondly flattering ourselves that we are cultivating the power of expression. We have developed an idea, we are ready for a term. We say to the class that the study which teaches us how to use words has a particular name for all such words as are the names of objects: they are called Nouns. Shall we now pass on to the next idea, one of the properties of nouns? No, we must first fasten this one securely in its place. The nails we shall use are repeated lists of nouns or name-words prepared by the individual pupils of the class; the screws are the repeated questions: What one word is applied to each of these words? Why are they called nouns? Thus we continue with the objective system until a power is gained that can grapple with and master as abstract ideas and difficult constructions in language as the science of grammar presents.

One more illustration. We are listening to a recitation in Geography. The children stumble, hesitate, repeat, half-pronounce the words through a paragraph; the teacher sits with eyes upon the page ready to prompt in all the weak places. This, in a very peculiar sense, might be called an *object lesson*. We will not discuss its merits until we have compared it with another style. Our next teacher evidently appreciates the value of the *habit* of promptness and accuracy, for he exacts prompt and accurate recitation. With an intelligent air, a pleasing tone of voice, and naturalness of expression, his pupils tell us that "Massachusetts is extensively engaged in the manufacture of boots and shoes, and cotton and woolen goods." "Chicago is the greatest grain market in the world." "St. Paul is at the head of navigation on the Mississippi River." We have a curiosity to discover whether these words stand to them for important facts arising from natural causes, or are merely words; therefore we ask: What is meant by manufacture? What idea have you of what is meant by 'extensively engaged in manufacture'? Where is cotton obtained? Why does it not grow in Massachusetts? Why is it not manufactured in the locality where it is cultivated? How is Massachusetts especially adapted to the manufacturing business?—and so on similarly about the wool, and the boots and shoes. What is a grain market? Does Chicago merely happen to be the greatest grain market in the world, or are there special reasons for its having become so?

What is navigation? What is 'the head of navigation'? How does it happen that navigation ceases so conveniently just at this city? Does the cause exist in the river, or the city? Was the growth of the city the result of the state of navigation beyond that point, or did



navigation cease because the city was there? There is no vacant stare, no disconcerted look, as we question; we receive intelligent answers and discover a mental activity, a power to reason, an ability to talk, which prove to us that they are *in the habit* of pursuing such investigations, and we conclude that their instructor understands the *principles* of object-teaching; perhaps several recitations of preparatory, developing work were spent before the recitation of facts was called for.

One of the greatest educational deficiencies exists in the Primary Department. Why is it that so many students, in all the grades, *hate* mathematics? If we investigate closely, we shall find that this distaste arises almost universally from the fact that they have only a mechanical knowledge of the elementary principles. The work upon this subject in the Primary is generally an *abstract appeal to memory*, with perhaps a kind of miscellaneous questioning, which, although excellent in itself, is nevertheless extemporaneous and unsystematic—not graded to the infant powers; hence we get only the mechanical results that are sure to follow where words are presented before ideas—where the *exercise of the mental powers* is either lost sight of entirely, or is placed secondary to the acquisition of facts.

[Concluded next month.]

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## THE CORNELL UNIVERSITY REGISTER: 1871-'72. Ithaca, 1872.

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TRUMAN H. SAFFORD,  
Director of Dearborn Observatory.

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COLLEGE catalogues are not often reviewed; it were better if they could be; we might gain ideas of what to do, and what to avoid, especially in the West. A college catalogue tells a story of its own. What college man would not prize old Harvard or Yale documents of the kind? how interesting they would be historically, how prophetic of the future.

Cornell is already a noted and honored name; the founder has shown zeal, self-devotion, capacity, breadth of mind; the president of the institution ably seconds him, gives his own salary to poor students, and his books to the university; the professors are learned and zealous; and the institution itself is destined to be one of the first rank.

What story has this year's Register to tell?

One can get into Cornell about as readily as into the Chicago High School; the examination-papers on both sides are before me, and are much the same. There is much about boundaries, chief cities, rivers, traveling by water; the candidate parses, analyzes, corrects false English, writes out impossible numbers, does fractions, and the like. At Ithaca the examiner says "you must know algebra up to quadratics"; the pupil, fresh it may be from the first grade of the Chicago grammar school, repairs to Ithaca and devotes his holidays, under an experienced 'coach'—for such, I doubt not, there are in that beautiful city,—to getting up Loomis or Robinson. He is examined and enters; there is abundance of room for him.

Can he now, in four years, really master all the work before him? For algebra (*completed*) he has a term or trimester; for geometry, two terms; trigonometry and surveying, a term. French he studies two years, German two; or either three, the other one. Natural science, too, he dips into in the first two years, getting from them, indeed, a pleasant recreation, if the time allowed does not permit him to go very deeply. The third year is given to history, philosophy, physics, German or other modern language; the fourth, to more history, philosophy, literature, *and a science as a specialty*.

I am afraid our poor boy feels himself by this time in pretty deep water, and flounders about a good deal, wishing himself at home. He can, it is true, use his serviceable memory in getting up the text-books, but must find this but dull work; and when he has graduated, if his patience holds out, he begins to study the rudiments which he should have learned at school, and concludes that he had better have made haste a little more slowly.

Our young friend is but one of many; his comrades are of many kinds. Some rank above him in age and maturity of mind, and enjoy the freedom of university life, though occasionally a little wavering in their course from want of a thorough standard; still others have come prepared for specialties and take them up well; some, below him in acquirements, are electives of the western type, now getting a little rarer in good institutions—mere adventurers, who dabble in a little here and a little there; others, again, are ripe classical men, prepared at good schools in a thorough way. These, too, as they grow older and wiser, look back on their course with regret: they feel that it has been too crowded with work on the more difficult authors.

All the Cornell courses are too full of matter; men can not work well when there is too much to do; a little well done is better than a great deal ill done. The examination-papers indicate intensity of cram,

not of study; exercises of memory rather than of understanding; knowledge of facts gained at second hand.

Examinations at Cornell do not call for the writing of theses to show how much of a man the candidate is, but are necessarily mere pumpings to see what there is in him for the time being. This is not without exception: the professor of mechanical engineering sets theses, two most manifold ones, for two hours' work apiece, and can get them solved, for the study leads at once to a livelihood. But, as a whole, Cornell University is yet chiefly a secondary school, with some faults which would not be tolerated in a first-class city high school.

The theory of education and its accompanying body of experiences is a very old science. Socrates was the first great schoolmaster whose method we know; and the method is a good one yet. Quintilian will give us useful hints in *pædagogy*, and there are, in vast quantity, German books which teach teachers. These books teach experience, if one masters them side by side with his teaching; and they are as plainly applicable to the American mind as the foreign text-books now used at Cornell are to American natural history.

Some of the theses of American *pædagogy* would be these: That there is a natural order and connection of subjects: That any subject must be taught long enough and well enough to lay a proper foundation: That the usual time, for most subjects, is too short: That true progress requires an increase of time, a diminution of bulk of matter taught, a concentration of subjects one upon the other: That, before specialties can be well handled by the pupil, a basis of thorough general education sufficiently prolonged must be laid in his mind.

These laws are of wide application; good teachers find them inexorable as fate, and find, too, that the better men are often hampered in their real grasp on higher branches by their deficiencies in lower ones.

Cornell University ought to show that the apparent violations of all these laws manifest in her course will not produce their legitimate effect in superficiality of scholarship, or else that the laws are really not violated at all; and that as a training-school she is better than a good high school in a large city.

The President's report (pp. 40-55) is most interesting: we see in it movement, progress, life; may they soon become manifestations of a thoroughly healthy life.

Professor Gilman's address (pp. 56-65) is excellent: all true scholars can sympathize with its views.

There are in the university twenty resident professors, thirteen assistant-professors, eight non-resident lecturers, three instructors, and

595 students: two of these are resident graduates, 36 are students in arts, 25 in philosophy, 206 in science, 185 in special courses, 141 elective;—surely a goodly array, if we could only divest ourselves of the impression that many of the pupils are, after all, unripe school-boys, and that others are painfully striving to atone for early neglect of thorough study.

Noble aims and energy accomplish much, and the greatness of the idea of Cornell University induces a ready forgetfulness of her faults, and a disposition to hope that she will happily pass through her childhood and youth and become the Alma Mater of a great and glorious progeny.

The main things to be done there are to increase the thoroughness of the examinations, by greatly diminishing the number of questions and requiring more independent thought in the answers, and to insist that the secondary or general education shall be completed before entrance; or else to direct the main force of the institution to secondary education and do this well; for with the educational theory now prevailing there, as indicated by the Register, neither president, professors, nor pupils, can do themselves any thing like justice. The work laid out it is simply impossible to accomplish in the time; six or seven years would be much better than four.

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## THE GRADED SYSTEM—OBJECTIONS AND MISMANAGEMENT.

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J. N. HOLLOWAY.

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CARLYLE very correctly styles this an age of machinery. The old-fashioned way of adapting means to an end is discarded, and some mechanical contrivance invoked to receive the force and fashion the result. Our sole business is to generate power, and mechanism does the rest. Men are converting themselves into steam-engines, and each is puffing and blowing to get up more steam, feeling that a corresponding result will follow.

School-teachers are human and yield to the mania of the age. They are fast surrendering all consequences to machinery, concerning themselves only about their force-capacity and mechanical adjustments. They are running wild after methods and systems, and discard, as 'old fogy', the former process of dealing directly and specifically with

each pupil. The school is a mill, and scholars are crammed and pressed, drawn out and polished off alike,—and come forth machines, not men.

Mechanism may be relied on in many departments of human effort. In the useful arts, it carries out with never-failing fidelity the designs of men; in politics, canvases nominate and elect to office; in government, red tape puts the multitudinous and complicated affairs of state under the control of one mind; in religion, the institutions of the church manufacture belief and bind it with the force of early impressions. But in the school-room machinery is a failure. Each pupil and each school differ from all other pupils and schools, and require a special adaptation of means. As systems can not be made self-adapting, they will not vary to suit different cases. They are founded on general principles, and simply afford channels through which living and intelligent agencies may work out their results.

The force of these observations applies to the graded system. Its imperfections are those which are inherent in all systems, and its efficiency depends on its management. Objections to it arise from its being worked mechanically. A school is organized and conducted on a stereotyped plan. Pupils are classified by it, advanced by it, promoted and reduced by it. They are placed in the mill and ground for a year, and then examined. Those who pass inspection are permitted to proceed in course through the mill, and those who do not are turned back and worked over.

Superintendents are apt to overrate the relative importance of a system, not considering that practically it has no intrinsic value. Rather than mar its symmetry, they sacrifice the individual interests of classes and pupils. This is a fruitful source of complaints; and yet, by a little skillful management, all difficulties can be obviated and the true ends attained. In the lower grades especially, classes should be readjusted every month; otherwise, some pupils will be held back that could go faster, and those that ought to go more slowly will be pressed forward.

In most graded schools a year is allowed for the work of each grade. Now, a good teacher with a bright class can do a great deal more work than an indifferent teacher with a poor class; yet, the inflexible system does not provide for such contingencies. The good teacher with her bright class must only go so far, though she might go a third farther. The poor teacher with her dull pupils must struggle through the year's work, even at the expense of thoroughness; and then, be-

cause the pupils are not thorough, they are turned back and compelled to traverse the same ground the ensuing year. In this case, a close adherence to a system prevents the due advancement of the pupils. Would it not be better to break loose from the system in such cases, and let each class do as much as it can do well; and at the opening of school again, begin where it left off?

Pupils frequently enter our schools who have made very unequal attainments in their different studies,—having advanced farther in some than in others. But, according to the graded system, a pupil must enter a certain class and recite with it in all his studies. Suppose a boy is far ahead of other boys of his age in arithmetic, but knows little or nothing about geography and grammar: it is evident that by strictly following out the graded system the best thing can not be done for this boy. If he is classified by arithmetic, he will be embarrassed in geography and grammar; if classified by geography and grammar, he will make no progress in arithmetic. Would it not be better that this pupil be accommodated by being allowed to recite with several classes than that his progress should be impeded for the sake of an indiscriminate system? Pupils of this description are usually transient. They either belong to the floating population of our country, or to that class of town children that spend only a short time each year in school. For this reason, every advantage should be afforded them while at school, and their temporary accommodation will not permanently affect the school organization.

Instances in which a cast-iron system interferes with the due progress of pupils and classes could easily be multiplied; but, from those which have been given, it is apparent that a school organized and conducted strictly on the graded plan—a school in which ‘every thing moves like clock-work’, in which every thing is shaped by a system—is an educational humbug. It is questionable whether the graded system used in this way does not do more harm than good. It is clearly the duty of the principal to employ it only as a means to an end; to crook and break it, to fashion and apply it as circumstances demand, and ever hold it subordinate to results. The system should be fitted to the school, and not the school to the system.

## OFFICIAL DEPARTMENT.

DEPARTMENT OF PUBLIC INSTRUCTION,  
*Springfield, Ill., June, 1872.*

## COMPENSATION OF COUNTY SUPERINTENDENTS.

SECTION 71 of the 'Act to establish and maintain a system of free schools', approved April 1, 1872, provides that "county superintendents of schools shall hereafter receive, in full for all services performed by them, such compensation as is or may be fixed by law."

Section 13 of the general fees-and-salaries act, approved March 29, 1872, provides "that for the purpose of fixing the fees and compensation of county and township officers in this state, the several counties therein are hereby divided into three classes, according to population as ascertained by the federal census of the year eighteen hundred and seventy, which classes shall be known as the first, second, and third." The counties belonging to each class are enumerated in the same section of said act; but it is enough for the purpose of the present inquiry to state that all the counties in the state but one (Cook) are included in the *first* and *second* classes.

Section 27 of the same act (in regard to fees and salaries) provides that

"The fees of county superintendents of schools shall be as follows: Three per cent. commission upon the amount of sales of school lands, or of sales of land upon mortgage, or sales of real estate taken for debt, including all services connected therewith; two per cent. commission upon all sums distributed, paid or loaned out by them for the support of schools. For all other duties required by law to be performed by them, for such number of days as may be designated by the *county board*, in counties of the *first* and *second* classes, the sum of four dollars per day; in counties of the third class (Cook), the county superintendent of schools shall be paid eight dollars per day: *Provided*, that the entire compensation received by him shall not exceed the sum of three thousand dollars per annum."

The question arises, Do these new provisions in regard to the compensation of county superintendents of schools take effect July 1, 1872, and apply to the present incumbents, during their present term of office?

The Attorney-General of the state has answered this question in the *negative*. He holds that these provisions, which materially reduce the pay of county superintendents of schools, can not be construed as applying to those who were in office at the time of the first meeting of the twenty-seventh general assembly, but that said provisions will take effect and be in force from and after the next regular election of county superintendents of schools, which occurs in November, 1873, and that the present incumbents will continue to perform the duties and receive

therefor the compensation now allowed by general law, during their present term of office.

The official relations of the Attorney-General to the state officers, in questions of law, would justify the promulgation of the foregoing opinion for the information and guidance of all concerned, without note or comment. But it may be worth while to mention two or three confirmatory points. The ruling of the Attorney-General is clearly sustained by the following considerations, among others:

1. The state constitution, Art. 10, Sec. 11, provides that "the compensation herein provided for shall apply only to officers *hereafter elected*; but all fees established by *special* laws shall cease at the adoption of this constitution, and such officers shall receive only such fees as are provided by *general* law."

The only general laws fixing the compensation of county superintendents of schools, in force at the adoption of the new constitution, were the act entitled 'An act to establish and maintain a system of free schools', approved February 16, 1865; and the act amendatory thereof, approved February 28, 1867. The 71st section of the former act, as amended by the first section of the latter, fixes the compensation of county superintendents at five dollars per day, for services actually rendered; in addition to the commissions of three per cent. on land sales, and two per cent. on all sums distributed, paid or loaned out by them for the support of schools. County superintendents of schools may, therefore, continue to work and receive pay under this general law, and no other, until the expiration of their present term of service.

2. The state constitution also provides, in Art. 10, Sec. 12, that "all laws fixing the fees of state, county and township officers shall terminate with the terms, respectively, of those who may *be in office at the meeting of the first general assembly after the adoption of this constitution*."

The county superintendents of schools now in office were elected in November, 1869, to serve four years, and were of course in office at the time of the meeting of the first general assembly after the adoption of the constitution, January, 1871. The term of the superintendents elected November, 1869, will terminate November, 1873, and till then, by the express provisions of the constitution, the provisions of existing general laws (already referred to) fixing their compensation will remain in force; at which time said provisions of said laws will terminate and cease, and not before.



3. To the same effect are the provisions of the first and sixth sections of the schedule of the constitution.

4. Again: By the 20th section of the new school-law, county superintendents are to visit schools 'if so directed by the *county board*'; and by the 27th section of the fees-and-salaries law, 'the *county board*' is to designate the number of days' service for which superintendents shall receive the sum of four dollars per day. But by the sixth section of the 10th article of the constitution, there will *be no* 'county board', in counties not under township organization, until 'the first election of county judges under this constitution'. The first election of county judges under the new constitution will not take place until November, 1873, when the first 'county boards' will be elected. Hence, in more than one-third of the counties of the state those provisions of the new school-law, and of the fees-and-salaries law, can not be carried out till November, 1873, for the reason that till then the designated officers will not be in existence. Is it to be supposed that between July 1, 1872, and November, 1873, a period of sixteen months, some of the county superintendents of schools are to be paid under the new law, while others are paid under the old?

5. Further: The principle of the constitution that its provisions in respect to compensation of officers are not to apply to those in office at the time of its adoption is repeatedly recognized in the acts of the recent legislature. That principle is expressly applied to the present auditor and secretary of state, in the second section of the fees-and-salaries act, while the last section of said act declares that its provisions "shall not apply to county officers in office at the time of the first meeting of the twenty-seventh general assembly."

6. I will only add that the chairman of the House Committee on Education, Hon. J. R. Miller, informs me that it was distinctly understood by the committee, in all their deliberations respecting the county superintendency, that the present incumbents would continue to work and receive the compensation now allowed by law, during their present term of office; that he had so replied to all inquiries on the subject, during the progress of the bill through the Committee and the House; that it was freely conceded that good faith toward those who were elected in 1869, expecting to receive the compensation then allowed by law, required that the new provisions in relation thereto should not take effect till the election of their successors in office, in 1873, and that no other construction should be put upon the act.

In accordance, therefore, with the official opinion of the Attorney-General on the case, supported, as it is, by the obvious meaning and

purpose of the constitution, by the conditions expressed in the fees-and-salaries act, and by the known intention of the legislature, county superintendents elected in 1869 and now in office will continue to perform the services and receive the compensation prescribed and allowed by the laws in force at the time of their said election, until the expiration of their present term of office.

NEWTON BATEMAN, Sup't Public Instruction.

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## EDITORIAL DEPARTMENT.

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**THE PRINCIPALS' MEETING.**—The Illinois School-Principals' Society will hold its fourth annual meeting at Princeton, on Tuesday, Wednesday and Thursday of the second week in July. We ask the attention of our readers to the programme for the meeting, which will be found in another place. The society is still young—this being only its fourth year,—and yet, the work already done by it has fully established its right to exist. The meeting at Rockford last summer was conceded by all to be one of the most profitable educational gatherings held in the state for a long time, and we see no reason why the Princeton meeting should not be equally successful. The subjects to be discussed are eminently practical, and of vital interest to all friends of education. It has usually been the aim to confine the attention to a few subjects, on the ground that it is better to do a few things well than to do a great many things superficially. Numbers have heretofore had little to do with the success of these meetings. The attendance has not usually been large; and we presume it is of less importance that the meeting at Princeton be full than that it be composed of those who are earnest and active.

**THE PUBLIC-LAND SURVEYS.**—We have received inquiries from several teachers concerning the system adopted by the government in its surveys of the public domain, and concerning the meaning of the terms used in deeds to describe land to be conveyed. The following account, drawn in part from the reports of our general land-office, is given as an answer to these inquiries.

The public lands of the United States are surveyed upon what is known as the rectangular surveying system. This system was adopted May 20, 1785, but it has been modified and made more complete by several subsequent laws. The lands to be surveyed are first divided into rectangular tracts, and these again into townships, sections, and smaller subdivisions. In laying out these rectangular tracts, a base line is first established corresponding with latitude. Then, from a point selected upon this principal base, a principal meridian coincident with longitude is surveyed north and south. Standard parallels, or correction-lines, are run east and west from the principal meridian at the distance of every four townships (or 24 miles) north, and of every five townships (or 30 miles) south of the principal base line; and guide meridians are run north and south at the distance of every

eight ranges of townships, or 48 miles, east and west of the principal meridian and parallel to it. These lines, as will be seen, divide the sphere of field operations into parallelograms of 48 by 24 miles north of the base, and 48 by 30 miles south of the base.

These parallelograms, formed by meridians and parallels, are in turn subdivided into townships of six miles square, and these townships into sections of one mile square, there being 36 of these sections in each township. The sections of one mile square are the smallest tracts the outboundaries of which the law requires to be actually surveyed. The minor subdivisions into half-sections, quarter-sections, half-quarters, and quarter-quarters, are defined by law, and are represented by imaginary lines by the surveyors-general, in protracting township plats from field-notes. Each section of 640 acres, subdivided into legal subdivisions, affords 40 different descriptions, varying from 640 to 40 acres, susceptible of being disposed of to purchasers. The sections are numbered by beginning at the northeast corner and running across from right to left and from left to right alternately. Any series of contiguous townships north or south one of another constitutes a range; the townships counting from the base line, either north or south, and the ranges from the principal meridian, either east or west.



To illustrate the facility of description afforded by this system of surveys, let the accompanying diagram represent the twentieth section in a township numbering six north of the base line, and in a range numbering eight east of the third principal meridian. The tract indicated by the letter A would then represent a quarter of a quarter-section, and would contain 40 acres. It would be thus described: The northwest quarter of the southeast quarter of section 20, in township six north of the base line, range eight east of the third principal meridian.

Since the adoption of this system, there had been established, up to 1868, twenty principal bases and twenty-three principal meridians, controlling the survey of the public land in all the states and territories with the exception of Alaska, Wyoming, and the Indian country. The first principal meridian divides the states of Ohio and Indiana; the second passes through Indiana a little to the west of Logansport, and is the controlling line in the surveys of Indiana, and of the southern part of that portion of Illinois lying east of the meridian running through the mouth of the Wabash river. The third principal meridian passes through the mouth of the Ohio river and traverses the State of Illinois to its northern limit. The base line for this meridian is a continuation of the base line for the second principal meridian, and runs through the state just south of Belleville. This meridian controls in the survey of all of Illinois east and south of the Illinois river, except that portion controlled by the second meridian, and it also controls all north of the Illinois river and east of this meridian. The fourth principal meridian coincides with the meridian of longitude which passes through the mouth of the Illinois river, and it extends through Wisconsin and Minnesota to the northern boundary of the United States. This controls the survey of that portion of Illinois not already mentioned, all of Wisconsin, and part of Minnesota. The fifth principal meridian governs the surveys of Arkansas, Missouri, Iowa, a part of Minnesota, and that part of Dakota east of the Missouri river. The surveys in Kansas, Nebraska, Colorado, and that part of Dakota west of the Missouri, depend upon the sixth principal meridian. These six principal meridians are the only ones known by num

ber. The others are designated by names indicating their location: as, the Michigan meridian, the Louisiana meridian, etc.

One of the important modifications which the system has undergone since its first inauguration consists in the establishment and use of guide meridians and correction parallels, which were not employed in the earlier surveys to the same extent as in the later ones. The system commends itself for the simplicity in the process of transfer, for the brevity and clearness of description in deeding land, and for the convenience with which minute subdivisions may be identified from the description by reference to the base line and meridian, the range, the township, and the section.

**INVERTING THE DIVISOR.**—We print, in connection with the following note of inquiry, Professor Metcalf's statement of the reason for 'inverting the divisor'.

EDITOR ILLINOIS TEACHER.

May 12th, 1872.

*Dear Sir:* I was reading in the May number of the Teacher about the 'How and Why', and that there seemed to be a reason for inverting the divisor in division of fractions. Please give a reason, and inform

A SUBSCRIBER.

Any 1 of the equal parts whose sum composes a thing (or number) is a *fractional unit*. This premised, we have three steps:

1. Since the denominator of any fractional unit shows how many such units form the thing (or unit of the fraction), this denominator expresses the quotient arising from dividing 1 by that fractional unit. Thus  $1 \div \frac{1}{7} = 7$ .

2. If the divisor, in stead of being *one* seventh, were *five* sevenths, the quotient arising would be only  $\frac{1}{5}$  of the former; that is,  $\frac{1}{5}$  of 7, which is expressed thus,  $\frac{7}{5}$ . Observe that the quotient just found on dividing 1 by  $\frac{5}{7}$  is  $\frac{7}{5}$ —a fraction whose terms are the inverted (exchanged) terms of the divisor. ['A Subscriber' must not read the next paragraph until he sees clearly *why* the numerator (5) of the divisor ( $\frac{5}{7}$ ) has become a denominator in expressing the quotient ( $\frac{7}{5}$ ). Let him take steps (1) and (2) with each of the following problems:  $1 \div \frac{4}{5} = ?$   $1 \div \frac{3}{8} = ?$   $1 \div \frac{9}{11} = ?$ ]

3. We have seen that with 1 as a dividend the divisor  $\frac{5}{7}$  gives  $\frac{7}{5}$  as a quotient. If, now, the dividend, in stead of being 1, were  $\frac{2}{3}$  of 1, is it not plain that the quotient would be only  $\frac{2}{3}$  of  $\frac{7}{5}$ , or  $\frac{14}{15}$ ? And, thus, to divide  $\frac{2}{3}$  by  $\frac{5}{7}$ , we have multiplied 'the inverted divisor' by the dividend.

So far, the explanation. A few words, now, of criticism and suggestion.

1. Webster defines *inverted* thus,—“changed in order.” It is the *terms*, then, that are inverted—not the divisor itself.

2. Since the reciprocal of a number (or fraction) is the quotient arising from dividing unity by that number, why not adopt this word 'reciprocal' in place of the lax expression 'inverted divisor'? Then the direction for dividing *any* number by a fraction would be given thus: Multiply the reciprocal of the divisor by the dividend.

3. It is well, with young pupils, to defer the very act of dividing by the fraction until dividend and divisor have been expressed in equivalent fractions having a common denominator.  $\frac{2}{3} \div \frac{5}{7} = \frac{14}{21} \div \frac{15}{21} = 14 \div 15 = \frac{14}{15}$ .

**THE AMERICAN SYSTEM OF EDUCATION.**—The following statement of the system of education prevalent in this country was prepared at the request of Mr. Mori, Japanese Minister at Washington. It is to be translated into the Japanese

language for the use of the Japanese government. It is probably the most authoritative statement of our educational system that has ever been put forth. The original draft was submitted to the scrutiny and criticism of a large number of the leading educational men of the country, and the form in which it now appears is the result of their suggestions and comments. It has received the approval and signatures of more than twenty presidents and ex-presidents of the leading colleges and universities of the country, and of twenty-three state superintendents of public instruction, besides a large number of prominent public men interested in education. The following is the statement:

I. *Education Universal.*—The American people maintain in every state a system of education which begins with the infant or primary school and goes on to the grammar and high schools. These are called 'public schools', and are supported chiefly by voluntary taxation, and partly by the income of funds derived from the sale of government lands, or from the gifts of individuals.

II. *Public Schools have been tried for 250 years.*—Their estimate of the value of education is based upon an experience of nearly two centuries and a half, from the earliest settlement of New England, when public schools, high schools and colleges were established in a region which was then almost a wilderness. The general principles then recognized are still approved in the older portions of the country, and are adopted in every new state and territory which enters the Union.

III. *The well-known Advantages of Education.*—It is universally conceded that a good system of education fosters virtue, truth, submission to authority, enterprise, and thrift, and thereby promotes national prosperity and power; on the other hand, that ignorance tends to laziness, poverty, vice, crime, riot, and consequently to national weakness.

IV. *State Action Indispensable.*—Universal education can not be secured without aid from the public authorities; or, in other words, the state, for its own protection and progress, should see that public schools are established in which at least the rudiments of an education may be acquired by every boy and girl.

V. *The Schools are Free, are open to all, and give Moral, not Sectarian lessons.*—The schools thus carried on by the public, for the public, are (a) free from charges for tuition; (b) they are open to children from all classes in society; and (c) no attempt is authorized to teach in them the peculiar doctrines of any religious body, though the Bible is generally read in the schools as the basis of morality; and (d) the universal virtues—truth, obedience, industry, reverence, patriotism, and unselfishness—are constantly inculcated.

VI. *Private Schools allowed and protected by law.*—While public schools are established every where, the government allows the largest liberty to private schools. Individuals, societies, and churches, are free to open schools and receive freely any who will come to them, and in the exercise of this right they are assured of the most sacred protection of the laws.

VII. *Special Schools for Special Cases.*—Special schools for special cases are often provided, particularly in the large towns; for example, evening schools for those who are at work by day; truant schools for unruly and irregular children; normal schools for training the local teachers; high schools for advanced instructions; drawing schools for mechanics; and industrial schools for teaching the elements of useful trades.

VIII. *Local Responsibility under state supervision.*—In school matters, as in other public business, the responsibilities are distributed, and are brought as much as possible to the people. The federal government, being a union of many states, leaves to the several states the control of public instruction. The states mark out, each for itself, the general principles to be followed, and exercise a general supervision over the workings of the system; subordinate districts or towns determine and carry out the details of the system.

IX. *Universities and Colleges essential.*—Institutions of the highest class—such as universities, colleges, schools of science, etc.—are in a few of the states maintained at the public expense; in most they are supported by endowments under the direction of private corporations which are exempted from taxation. Consequently, where tuition is charged, the rate is always low. They are regarded as essential to the welfare of the land, and are every where protected and encouraged by favorable laws and charters.

REPRESENTATIVE APPORTIONMENT.—We have received inquiries concerning the congressional apportionment of representatives to the several states, and hence we give the following as showing the number of representatives to which each state will be entitled under the new law.

	Present Appt.	New Appt.	Gain.	Loss	
Maine .....	5	3	..	2	..
New Hampshire ..	3	2	..	1	..
Vermont .....	3	2	..	1	..
Massachusetts .....	10	11	1	..	..
Rhode Island .....	2	2	..	..	..
Connecticut .....	4	4	..	..	..
New York .....	31	32	1	..	..
New Jersey .....	5	7	2	..	..
Pennsylvania .....	24	26	2	..	..
Delaware .....	1	1	..	..	..
Maryland .....	5	6	1	..	..
Virginia .....	8	9	1	..	..
North Carolina ..	7	8	1	..	..
South Carolina ..	4	5	1	..	..
Georgia .....	7	9	2	..	..
Alabama .....	6	7	1	..	..
Mississippi .....	5	6	1	..	..
Louisiana .....	5	5	..	..	..
Ohio .....	19	20	1	..	..
Kentucky .....	9	10	1	..	..
Tennessee .....	8	9	1	..	..
Indiana .....	11	12	1	..	..
Illinois .....	14	19	5	..	..
Missouri .....	9	13	4	..	..
Arkansas .....	3	4	1	..	..
Michigan .....	6	9	3	..	..
Florida .....	1	1	..	..	..
Texas .....	4	6	2	..	..
Iowa .....	6	9	3	..	..
Wisconsin .....	6	8	2	..	..
California .....	3	4	1	..	..
Minnesota .....	2	3	1	..	..
Oregon .....	1	1	..	..	..
Kansas .....	1	3	2	..	..
West Virginia ..	3	3	..	..	..
Nevada .....	1	1	..	..	..
Nebraska .....	1	1	..	..	..
	243	283	42	2	

CIRCULAR OF INFORMATION.—We have received from the Bureau of Education the circular of information for February, 1872. It contains reports on the systems of public instruction in Greece, the Argentine Republic, Chili, and Ecuador, with statistics of Portugal, and an official report on technical education in Italy. It is a pamphlet of about eighty pages, and is full of interesting matter, some abstract of which we may lay before our readers in a future number.

#### MONTHLY REPORTS FOR APRIL.—

TOWN OR CITY.	No. of Pupils Enrolled.	No. of Days of School.	Average No. Belonging.	Av. Daily At- tendance.	Per cent. of At- tendance.	No. of Tardinesses.	No. neither Absent nor Tardv.	PRINCIPAL OR SUPERINTENDENT.
St. Louis .....	25720	50	32274	20631	93	7114	...	W. T. Harris.
Peoria .....	2348	20	2082	1951	93.6	230	...	J. E. Dow.
Aurora .....	1465	20	1345	1252	93.1	103	453	W. B. Powell.
West and South Rockford .....	1145	20	1086	1015	93	148	347	(Jas. H. Blodgett. O. F. Barbour.
Danville .....	958	15	829	752	90.7	202	277	J. G. Shedd.
Macomb .....	645	20	608	583	96.2	84	357	M. Andrews.
Princeton .....	630	20	596	575	96.5	65	204	C. P. Snow.
Shelbyville .....	447	20	441	383	87	163	145	Jephthah Hobbs.
Galva .....	429	20	403	378	94	45	185	Alfred Clark.
Mattoon (West Side) .....	380	18	327	308	94.5	157	105	J. H. Thompson.
West Mendota .....	345	22	315	289	92	19	130	J. R. McGregor.
Belvidere .....	258	17	248	232	93	22	126	H. J. Sherrill.
De Kalb .....	234	22	212	195	92	39	50	Ella S. Dunbar.
Yates City .....	149	21	144	137	95	44	57	A. C. Bloomer.
Mare .....	147	17	126.5	124	90.9	46	53	E. Philbrook.
Creston .....	101	17	99	92	95	...	61	P. R. Walker.
Dixon .....	532	20	493	448	91	297	120	E. C. Smith.
Lyndon .....	117	17	104	92	88	51	...	O. M. Crary.

*PERSONAL AND GENERAL ITEMS.*

PROFESSOR BOISE was so well pleased with his visit to England and Scotland, last year, that he proposes, the coming summer, to take a trip to the continent, in company with twenty or thirty others. The readers of the Teacher may expect to hear from him, during his absence.

THE Law and Medical departments of Michigan University held their graduation exercises March 27th. The Law Department graduated 82, including 6 women; the Medical Department, 162.

WE learn from the College Courant that the average expense per year of the class of 1871 at Yale was \$1,002. The extremes in yearly expenses were \$250 and \$2500.

THE Legislature of Iowa, at its recent session, passed a law prohibiting a change of school-books in any district oftener than once in three years, except by a vote of the people.

RUSSIA is waking up to the importance of public education. Thirteen thousand public schools have recently been organized there.

THE first normal school, proper, in France, was established in 1808, and now she has 141.

THE Supreme Court of Ohio has decided that the organization of separate schools for colored children is not in conflict with the provisions of the fourteenth amendment to the Constitution of the United States.

THE State of Connecticut offers to every school-district which shall raise a like amount, ten dollars the first year and five dollars each succeeding year for the purchase of apparatus, reference-books, and approved library-books.

THE school-committee of a New-Hampshire town announce that one of their school-houses is so unwholesome as to narrow the question down to this: a new school-house, or a new grave-yard.

A SUPERINTENDENT of public instruction in one of the southern states, not long ago, asked the legislature to grant him leave of absence from the state for sixty days; whereupon, an unfriendly member moved to strike out 'days' and substitute 'years'.

WE see it stated that Galesburg is agitating the question of a free public library, to be organized under the Peoria law passed by our legislature at its last session,—the same law of which Chicago has availed herself.

TANAKA, the Japanese minister of education, has been visiting New Haven, Amherst, and South-Hadley, for the purpose of studying the educational institutions at those places.

MR. S. A. HITCHCOCK has recently given Amherst College \$100,000, and Phillips Academy, Andover, \$50,000. He had previously given \$75,000 to Amherst and a like sum to Andover.

PROFESSOR GEO. I. CHACE, who has for many years been connected with Brown University, has sent in his resignation.

THE Yates-City high school held its graduation exercises Friday, May 10th.

*EDUCATIONAL ANNIVERSARIES.**NORMAL COMMENCEMENT.*

THE commencement exercises of the State Normal University will be held Thursday, June 27th. The graduating class numbers thirty-seven, being the largest class that has ever been graduated from the institution. In order to confine the exercises within a reasonable limit, a plan has been adopted by which only a portion of the class will have parts assigned them for that day. The number selected for this purpose is fourteen. This being the tenth year that President Edwards has been at the head of the university, a decennial address will be delivered by him on the approaching commencement-day.

The Alumni Association will hold its twelfth annual meeting on Wednesday, June 26th. An address will be delivered by the President, Mr. Ben. C. Allensworth, of the class of '69; the orator of the day is Joseph Hunter, of the class of '66; and the essayist, Miss Marion Weed, of the class of '70.

*STATE TEACHERS' INSTITUTE.*

A LAW passed at the last session of the Illinois Legislature, and which takes effect July 1, 1872, requires that, thereafter, "teachers shall be examined in the elements of Natural Science, Physiology, and the Laws of Health, in addition to the branches heretofore required by law." In view of this fact, and prompted to such action by Superintendent Bateman, the Faculty of the Normal University, late in April, passed the following resolutions:

*"Resolved,* That, in accordance with the suggestion of Superintendent Bateman, we will make arrangements to hold a session of three weeks in the month of August, for the special purpose of giving instruction in subjects of Natural Science, to fit school-teachers and officers to meet the demands of the new school-law; a fee of three dollars shall be charged, to defray the expenses of the same.

*"Resolved,* That we invite the Executive Committee of the State Teachers' Institute to unite, in a common programme, the work of the Institute with the work we now propose."

Every member of the Executive Committee having approved the proposed union, the Institute will meet, as before announced, on Tuesday, Aug. 13th,—the session to continue, however, three weeks in stead of two. The special work in Natural Science and Physiology will be added to such work as is usually done at our institutes. Mental Philosophy and Penmanship will also receive attention, and illustrations will be given in methods of teaching the Classics.

The blending of the two projects has made it impossible to publish a programme in this number of the Teacher. A full programme will appear next month.

THOMAS METCALF, Chairman Ex. Com.

*ILLINOIS SCHOOL PRINCIPALS' SOCIETY.*

THE fourth annual meeting of the Illinois School Principals' Society will be held in High-School Hall, Princeton, July 9th, 10th and 11th, 1872. The following is the

## PROGRAMME OF EXERCISES.

TUESDAY, JULY 9TH—2 P.M., Opening Exercises. Business. Address: E. C. SMITH, President of Society. Paper—*The Recitation—its Objects and Methods*: RICHARD EDWARDS. Discussion: M. ANDREWS, A. GOVE, and others.

8 P.M., Report of Committee on High Schools and Colleges. Lecture.



WEDNESDAY, JULY 10TH—9 A.M., Opening Exercises. Paper—*The Demands of Morality upon our Public Schools*: A. J. BLANCHARD. Discussion: J. H. FREEMAN, T. C. SWAFFORD, and others. Paper—*Examinations and Promotions*: I. WILKINSON. Discussion: J. E. DOW, J. H. BLODGETT, and others.

2 P.M., Paper—*Evening Schools*: B. R. CUTTER. Discussion: J. W. COOK, and others. Paper—*Teachers—their Qualifications and Employment*: W. B. POWELL. Discussion: E. A. GASTMAN, J. V. N. STANDISH.

THURSDAY, JULY 11TH—9 A.M., Opening Exercises. Paper—*Public Libraries, and their Relation to Education*: E. W. COY. Discussion: S. M. ETTER, and others. Reading-Class in Tennyson's Poems: H. L. BOLTWOOD. Election of Officers. Business.

12 M., Adjournment.

#### ANNOUNCEMENTS.

Hotels will charge \$1.50 per day. Railroads make no reduction from regular fares. Those wishing to secure good rooms at the hotels or board in private families should make early application to A. ETHRIDGE, C. P. HALL, or C. P. SNOW, the local committee.

J. B. ROBERTS, }  
E. L. WELLS, } Ex. Com.  
B. P. MARSH, }

#### NATIONAL EDUCATIONAL ASSOCIATION.

THE next annual meeting of the National Educational Association will be held in the City of Boston, Mass., on the 6th, 7th and 8th days of August, 1872. The forenoon and evening of each day will be occupied by the General Association, and the afternoon of each day by the four departments. The exercises will be held in the Lowell-Institute Hall and the Hall of the Institute of Technology.

#### GENERAL ASSOCIATION.

1. *Methods of Moral Instruction in Public Schools*, by DR. A. D. MAYO, Cincinnati, O. 2. *The Coeducation of the Sexes in Higher Institutions*. [President WHITE, of Cornell University, will present this topic, if other duties permit him to attend the meeting.] 3. *Compulsory School Attendance*, by NEWTON BATEMAN, State Superintendent of Public Instruction, Illinois. Discussion, to be opened by J. P. WICKERSHAM, State Superintendent of Common Schools, Pennsylvania. 4. *The Examining and Certifying of Teachers*, by JOHN SWETT, Assistant Superintendent of Schools, San Francisco, Cal. 5. *System of Normal Training-Schools best adapted to the wants of our people*: Report by WM. F. PHELPS, Minn., Chairman of Committee. 6. *The Educational Lessons of Statistics*, by Hon. JOHN EATON, jr., National Commissioner of Education. 7. *Drawing in the Public School*, by WALTER SMITH, State Director of Art Education, Mass. 8. *Comparison in Education*, by JOHN D. PHILBRICK, Superintendent Public Schools, Boston.

#### ELEMENTARY DEPARTMENT.

Miss D. A. LATHROP, Cincinnati, O., President.

1. *Objective Teaching—its Scope and Limit*, by N. A. CALKINS, Assistant Superintendent of Schools, New-York City. 2. *English Grammar in Elementary Schools*, by M. A. NEWELL, Principal of State Normal School, Baltimore, Md. 3. *Instruction in Natural Science in Elementary Schools*, ————. 4. *Adaptation of Froebel's Educational Ideas to American Institutions*, by W. N. HAILMAN, Louisville, Ky.

#### NORMAL DEPARTMENT.

C. C. ROUNDS, Farmington, Me., President.

1. *The Proper Work of the Normal School*, by J. C. GREENOUGH, Principal State Normal School, Rhode Island. 2. *Professional Training in Normal Schools*, by T. W. HARVEY, State School Commissioner, Ohio. 3. *The Normal Institute*, by A. D. WILLIAMS, Principal State Normal School, Nebraska. 4. *Normal Work among the Freedmen*, by S. C. ARMSTRONG, Hampton, Va. 5. *Model Schools—their Uses, and their Relation to Normal Training*.

## DEPARTMENT OF SUPERINTENDENCE.

JOHN HANCOCK, Cincinnati, O., President.

1. *The Extent, Methods and Value of Supervision in a System of Schools*, by H. F. HARRINGTON, Superintendent of Schools, New Bedford, Mass. Discussion, to be opened by J. L. PICKARD, Superintendent of Schools, Chicago, Ill. 2. *The Early Withdrawal of Pupils from School—its Causes and Remedies*, by W. T. HARRIS, Superintendent of Schools, St. Louis. Discussion, to be opened by A. P. STONE, Principal of High School, Portland, Me. 3. *Basis of Percentages of School Attendance*: Report of Committee.

## DEPARTMENT OF HIGHER INSTRUCTION.

D. A. WALLACE, Monmouth College, Ill., President.

1. *College Degrees*: Report of Committee, President D. A. WALLACE, Chairman. 2. *Greek and Latin Pronunciation*: Report of Committee, Prof. H. M. TYLER, of Knox College, Ill., Chairman. 3. *The Methods of Teaching Physics by Laboratory Practice and Objectively*, by Prof. ED. C. PICKERING, of Boston. 4. *Modern Languages—their Place in the College, College Preparatory, and Scientific Preparatory Courses*, by President J. B. ANGELL, of Michigan University. 5. *How to Teach English in the High School*, by Prof. F. A. MARCH, of Lafayette College, Pa. 6. *General Education as a Basis of Professional Training*, by Prof. JOHN S. HART, of Princeton College, N. J.

The daily programme will be so arranged as to afford time for the thorough discussion of the topics of the greatest interest and importance, and each discussion will be opened by a person selected for the purpose. All who may be willing to participate in these discussions are requested to come prepared to express well-matured opinions in the fewest possible words.

Considerable difficulty has been experienced in making satisfactory railroad arrangements, but it is expected that at least two of the through lines from the West will agree to sell round-trip tickets at reduced rates. The arrangements will be announced as soon as completed. The local committee reports that nine good hotels agree to entertain guests at reduced rates—varying from \$1.50 to \$3.50 a day.

S. H. WHITE, Secretary.

E. E. WHITE, President.

## EDUCATIONAL NEWS.

## ILLINOIS.

BLOOMINGTON.—The public schools of Bloomington closed for the year on Friday, May 17, after an eight months' session. On the same day the high school held its graduation exercises at the opera-house, which was well filled with attentive listeners. The graduating class consisted of five—three boys and two girls. Their orations and essays were well received and highly praised. The exercises were interspersed with music, and at the close, after some appropriate remarks by the principal, Mr. Marsh, the diplomas were awarded by Mr. Jackman, the president of the school-board, who addressed the class at some length and with well-chosen words.

CHRISTIAN COUNTY.—The third session of the Christian County Normal School will commence at Taylorville, Monday, July 29th, 1872, and continue six weeks. Special attention will be given to the professional training of teachers in all the branches required by law to be taught in the public schools.

CENTRALIA.—The schools of this city closed very pleasantly on Wednesday, April 24th. Mr. Holloway remains in his old place as superintendent and principal. His services, as well as those of the other teachers, seem to be appreciated by the community. The board, at its first meeting after the close of the schools, passed the following resolution: "Resolved, That the thanks of the board be tendered to the superintendent and teachers for the faithful and efficient discharge of their duties the past year, and that we grant them favorable mention." A copy of this resolution was officially signed and sent to each teacher. From the report of the

superintendent, we learn that the whole number enrolled during the year of seven months was 721; the average number enrolled each month, 559; the average daily attendance, 493; the cost per pupil on the enrollment, \$10.79. The attendance during the year was better than ever before, averaging 95 per cent.

**COOK COUNTY.**—The teachers of Cook county held their annual institute at Oak Park, on the 1st, 2d and 3d days of May. The exercises are spoken of as highly interesting. There were 150 members present. Miss Hale read a paper on *Oral Grammar*, and Mr. Wilkie advocated the grading of grammar classes. Messrs. Raymond, Dodge, and others, also urged strongly the advantages of grading in Arithmetic and Geography. *The Word Method vs. Alphabet Teaching, Preparation for the Recitation-room*, and other subjects, were also ably presented. Evening lectures were delivered by Mr. Mahoney, of the Wells School, Chicago, on *Secular Inquiry*; and by Prof. Cumnock, of the Northwestern University at Evanston, on *Vocal Culture*. Before closing the exercises, Mr. Lane, the county superintendent, gave the results of the examination of classes in the graded schools of the county. These examinations have been conducted in writing, and upon questions prepared by the county superintendent. Two sets of questions were provided—the one called ‘First-class Questions’, and designed for the more advanced pupils; and the other called ‘Second-class Questions’, for the pupils of a lower grade. The former embrace the subjects of Arithmetic, Grammar, Geography, History, Spelling, and Penmanship; the latter embrace the same with the omission of History. Superintendent Lane’s report gave the average age of pupils examined in each school, the average standing of the classes, and the rank of the school as determined by the examination. These results are given for eighteen of the graded schools of the county. The whole number of pupils examined is 337. This is a kind of work that requires time and patience on the part of the superintendent; but it can not fail to secure more thorough training in the schools.

**PEORIA.**—A special session of the County Institute was held in the Normal-School building, on the 18th of May. The attendance was about 90. The exercises consisted of a discussion on *Teacher and Text-Book*; an excellent presentation of *Management of Country Schools*, by Mr. W. W. Stetson; a few suggestions on the *Duties and Privileges of Teachers under the new School-Law*, by N. E. Worthington, County Superintendent; a paper on the *History of Compulsory Education*, by E. P. Sloan, President of City Board of Education; *Examinations and Promotions in Graded Schools*, by J. E. Dow, Superintendent of City Schools; *Schools and Education as viewed by the Legislature*, by Hon. J. M. Rice; and Prof. J. A. Sewall’s admirable lecture on *Sand*. The hour of noon was spent in partaking of a lunch prepared in the building. Many of the exercises were followed by discussions participated in by the members of the institute. Take it all in all, it was one of the most successful and enjoyable institutes of the year.

#### NOTICES OF BOOKS AND PERIODICALS.

(29) WE have examined this volume with some care, and find in it much to commend. 1. In the first place, the mechanical execution of the book is such as to insure it a favorable reception. The style of binding is very neat and durable, the paper strong, the type clear and pleasing to the eye, and the page attractive. The maps, of which there are twenty-three—eight full-page maps and fifteen smaller ones—are unsurpassed by any that we have seen in the numerous school histories we have examined. They are beautifully executed, and are admirably adapted to illustrate the text which they accompany. The portraits and other engravings are also of a high order. 2. The general plan of the work is very simple. No attempt is made to divide the history of the country into separate periods, but rather to present a continuous narrative of the leading facts and events, broken only by

(29) A SCHOOL HISTORY OF THE UNITED STATES. By W. H. Venable. Wilson, Hinkle & Co., Cincinnati.

the division into chapters. Of these there are fifteen, treating of as many distinct subjects following each other in natural order. This plan may be objected to by some, who would prefer more marked subdivisions and classifications of events for the purpose of aiding the memory of the learner; but the questions and directions for review at the close of each chapter, if faithfully used, will accomplish the same result without making unpleasant and unnatural interruptions in the narrative. An excellent feature of the author's plan is the numerous references to authorities in the foot-notes. Many of these works will be accessible to most classes in history, and they may be made to add greatly to the interest of the study. The map-questions and geographical reviews, a page of which accompanies each of the larger maps, are also valuable. In an appendix will be found the Declaration of Independence and the Constitution of the United States, and at the close of the volume a full index. 3. The style of composition is pleasing and picturesque, and, at the same time, generally plain and simple. We have thought that in some passages a simpler diction might render the author's meaning more intelligible to the class of young pupils that are usually found studying United States History in our schools, but the fault can not be called a common one in the book. The author has succeeded in writing a very entertaining history; and though it is all embraced within less than two hundred and fifty pages, yet it has not had all the life and interest condensed out of it. It is truly said in the preface that "the test of the recitation-room must finally determine the merit of every school-book," and that test we have not yet applied to the book before us. We think, however, that it promises well.

(<sup>30</sup>) THIS is a volume of 636 pages, in which the author undertakes to give a history of English literature "from the simple rhyming chronicle of the semi-Saxon age down to the 'In Memoriam of Tennyson' and the thundering periods of the London Times." The authors are arranged in groups, each group having as a central figure, so to speak, some distinguished author of the period under consideration. Thus we have Chaucer and his contemporaries, Shakespeare and the early dramatists, Milton and his contemporaries, and so on down to Tennyson and his contemporaries. The work gives evidence of much industry and careful research. It is a perfect thesaurus of English authors. We have failed to discover the omission of any English writer who has gained the slightest prominence in authorship. Where so many are noticed, it is, of course, impossible to devote much space to each. In the case of the more conspicuous authors, some account is given of their character, career, and works, while the comparatively unimportant ones are dismissed with little more than a notice of the date of birth and of death, and the titles of their works. In the critical estimates of the works of the different authors we are glad to find that Dr. Hart has not hesitated to draw freely from other sources. The style in which the book is written does not seem to us to merit unqualified condemnation, and yet, in glancing through it, our eyes have fallen upon a number of expressions which are certainly open to criticism. For instance, the use of *will* for *shall*, as in the following: "The more we ponder this simple phrase, the more we *will* realize its wonderful expressiveness." We find *motive* used as a verb in a connection which leaves us at a loss as to the intended meaning: "But *to motive* such a conversion through the instrumentality," etc. Such a use of the word, we are confident, is entirely unauthorized. Such expressions as the following are not all that we might reasonably expect from one who undertakes to write upon English literature: "Individuality bristled all over him"; "Gibbon is obviously open to the criticism of *being wanting* in simplicity"; "She [Miss Yonge] began publishing in 1848, and has kept up a pretty regular stream of books ever since"; "But finally he knocked it all in the head, by dying himself, just like other people". This sentence, taken from the remarks of Jeremy Taylor, impressed us as rather feeble, to say the least, if not puerile: "It seems a pity that Taylor could not have been born half a century earlier, and formed with Spenser and Sidney a part of the retinue of the stately Elizabeth." Those women who have won a place in this book through their contributions to English literature are spoken of

(<sup>30</sup>) A MANUAL OF ENGLISH LITERATURE: a Text-Book for Schools and Colleges. By John S. Hart, LL.D. Eldredge & Bro., Philadelphia.

as 'ladies', and some times as 'females',—a term equally applicable to our cats and dogs,—but almost never as women. We know of no good reason why a woman should not be called a woman. There certainly is no more honorable title for our mothers and wives and sisters, even though they may have experienced the pains and pleasures of authorship, than that of *women*, and we protest against setting aside that time-honored name for any such weak substitutes. While we do not consider the book entitled to the highest rank among works of its class, yet, as a manual of reference, the student will find it useful and convenient.

(<sup>31</sup>) COMPOSITION-WRITING is one of the bugbears of school-children, and one of the subjects which teachers find it most difficult to teach successfully. We like the plan of introducing composition-writing in connection with oral lessons. These lessons furnish the child something to write about and give him some ideas to express. The book before us is not prepared upon this plan, but it may not, for that reason, be any the less acceptable to many teachers. We have known it to be used with good results. The pupil that masters the exercises which it contains will have a pretty good knowledge of spelling, of punctuation, and of the use of capital letters, and a good introduction to the theory and practice of composition.

(<sup>32</sup>) THE Educational Year-Book is designed as a manual for reference, and contains a summary of public school-laws in the different states and territories, some account of educational operations in this country and in foreign countries, and statistical information compiled and arranged for convenient use. While there is some trash in the book, there is also considerable matter of a statistical nature which will be found valuable for reference. We presume the tables have been compiled from the report of Commissioner Eaton. We have not examined the work with sufficient care to pronounce upon its accuracy, but its general plan is a good one.

(<sup>33</sup>) THE *Atlantic Monthly* has been so long and so favorably known to all readers of current literature that it hardly needs a word of commendation from us. It is now in its twenty-ninth volume, and continues to hold the place which it long ago won, as, in many respects, the foremost among our monthly magazines. Among the attractive serial articles of the present year are, *The Poet at the Breakfast-Table*, by Oliver Wendell Holmes, and *Diversions of the Echo-Club*, by Bayard Taylor. Published by James R. Osgood & Co., Boston. \$4.00 a year.

(<sup>31</sup>) GUIDE TO COMPOSITION. By T. S. Pinneo. Wilson, Hinkle & Co., Cincinnati.

(<sup>32</sup>) THE EDUCATIONAL YEAR-BOOK. 1872. A. S. Barnes & Co., New York.



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# ILLINOIS TEACHER.

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## O R A L I N S T R U C T I O N .

[Concluded from June number.]

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MISS A. G. PADDOCK.

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WE mistake in placing a text-book upon a subject which addresses the reflective powers into the hands of a primary pupil: it matters not how well illustrated or elementary it claims to be—it is still *unreal*; and so long as this unreality exists with the child there *can be no development*.

‘2 and 1 are 3’ seems so simple to us that we can not at first bring our minds into a condition to see that it is a mathematical problem to a child, needing the skillful dealing of the teacher to make it *real*, by causing it to assume a concrete form and then *leading* the embryo powers to deduce the abstract truth. The addition, subtraction, multiplication and division tables alone constitute an arithmetical series taxing the same faculties and presenting the same difficulties as do algebra, geometry and trigonometry to the students of maturer minds. Hence arises the need of a systematic course of oral instruction in the elements of Number, corresponding with the word-method of reading—based upon the same natural laws and arising from the same course of thoughtful observation and investigation.

There can be no true reform in teaching until the *people* realize, in all its bearings, the relation which the Primary school bears to the higher grades. The Primary is looked upon merely as the place where children are made ready for that discipline and development the acquirement of which is supposed to be gained by the pursuit of the higher branches only. Consequently, the child is *rushed* through

the elementary work; his memory is the target at which every effort of the teacher is aimed. Memory—that which in Nature's order is the end, the effect, the result of the judicious training of all the other powers of the mind—is stocked to satiety, overburdened; and the child passes from the Primary to the higher grades with no power to express his thought, no power to concentrate thought, no power to analyze, no true power to commit to memory. *Now*, before he can accomplish any thing in the so-called disciplinary studies, he must begin at the foundation, and, by dint of wearisome, discouraging effort, do for himself that which his earlier instructors should have done for him, while as yet his mind was plastic and habits all unformed. And this is not the worst feature of the case: it is more than possible that both teacher and pupil *may* flounder about blindly in earnest efforts to teach and be taught, each feeling the presence of some intangible impediment to progress, but neither able to discover the locality or the cause. Thus it happens that many an earnest, conscientious teacher comes far short of accomplishing the noble possibilities of his calling, solely because he has never awakened to realize the necessity of a thorough comprehension of the character of the youthful mind, its capacities, powers, and wants. The capacities of mind are God-given, and *are* from its first existence. Its powers are the creations of circumstance. We can not form mind, but we may form its powers. This is our work—a work requiring abundant skill and wisdom, based upon a practical knowledge of the laws of mind, and the character of the food its nature demands as a condition of healthy growth in the different stages of its development.

I believe that there is far less difference in the natural abilities of individuals than is indicated by the results from which we are wont to draw our inferences and conclusions. Ignorantly, or thoughtlessly, or from force of habit, we judge of the mental capacities of our pupils—of every person about us—by the immediate, tangible, present results which they attain; forgetting, even the most thoughtful of us, or ignoring the truth, that, as ‘circumstances make the man, the want of them the individual’, so favoring circumstances make many bright pupils, the want of them many stupid ones. And these circumstances are largely within the control of the teacher. I do not wish to be understood as saying that I think all human beings, in the same grade of civilization, have equal or similar mental endowments. The thought to which I wish to give prominence and force is that a vast proportion of children and students of larger growth who are classed as ordinary, less than ordinary—dull, stupid—might arrive at—yes,



pass far beyond mediocrity, and the bright ones attain still higher achievements, if *teachers* comprehended *all* that comes within the scope of their own profession.

I believe that all healthy beans have within them the germ of a vigorous plant, capable of producing blossom and fruit after its kind. Let us plant a few of these beans, of various species, in our garden; and yet another few in yonder field. Mark the result. In the one case there quickly shoot up broad green leaves instinct with vigor and active life; we behold, and marvel as we gaze, believing that we actually see them grow. On the other hand, we wait long days for the tardy appearing of the pale, diminutive leaves that at last mark the place of their buried ancestors; we watch their slow progress day by day, and conclude that there must have been imperfect, unsound, meagrely-endowed beans; but we know that they were of the same kind as those in our garden: why this difference? Similar differences have passed under our observation many times before, but we have never given them a thought, only to mark their incongruity with surrounding plants; we have busied ourselves in admiring the bright green leaves, the pretty blossoms, and shapely fruit—the dull leaves, the dwarfed blossoms and diminutive fruit have annoyed us exceedingly, but we thought that they could not help being insignificant. Perhaps, after all, there is something hidden here that we do not understand—we will investigate the matter. There happens to be a bean-physician in our neighborhood, and we immediately summon him to attend our sickly plants. His skillful eye quickly discovers what our passive ignorance could not discover: this soil is unhealthful; the chemical affinities which the existence of these plants demands are meagre and poor; the conditions of light, heat and moisture are almost wholly at variance with their necessities—they can not expand; on the contrary, their powers are becoming dwarfed day by day. In time, some fortunate accident *may* surround them with conditions favoring growth, then perhaps some adventitious bud may send forth a promising shoot; but the plant as a whole can never be harmoniously developed—it can, at best, only forcibly suggest what might have been, had you not been ignorant of its earlier necessities. Ah, say you, if that is the difficulty, we will remedy the evil at once by transplanting the invalids to more genial soil.

But you do not yet comprehend the organism of these plants; you are ignorant of the means by which their food becomes flesh of their flesh: consequently, you do not know the dangers attending their transplanting. (The bean is not a very happy selection for trans-

planting: it serves to carry out the figure, however.) Enfeebled physical structure is indicative of enfeebled powers, and feeble powers can no more assimilate a large supply of food—even though it be wholesome—than healthy powers can find nutriment where there is none; injury comes from the one cause as surely as the other. Beneath the dark soil of your garden, those plants send forth innumerable little fibrils, delicate in proportion and texture: these drink in the life-giving elements and transmit them to the parts above the ground; the exercise furnished them by the proper adaptation of surroundings causes them to expand and grow strong and hardy, until at last they become a solid root, which in turn sends forth other fibrils to repeat the process; and just in proportion as these processes are repeated does the whole plant increase in stature, strength, and harmonious proportion. On the other hand, the fibrils of these unfortunate beans are few in number, weak, dwarfed, and dormant—solely from want of proper stimulus to action; the uprooting necessary to the transplanting, the entire change of circumstances, will enervate, stupefy, discourage, perhaps the weakened powers will be wholly unequal to the unaccustomed demand upon their strength, and they will faint by the way; however, if they possess sufficient tenacity of will to persist in growing in spite of all obstacles, they will probably develop into generous plants; but they can never equal in all points those which, with equal conditions at first, had the advantage of circumstances at the beginning of the race; harvest will overtake them before half their fruit is matured.

Need I trace the analogy? Does the mental plantlet require less-tender nurture than the nursling of the garden? Are the consequences of unskillful training less disastrous in the former case than in the latter? Shall we do less for the one than the gardener does for the other?

My desire has been to show that the work of the Primary teacher is of no mean importance, that it involves duties and responsibilities second to none and infinite in effect, that talent and power are needed here as much—yes, *more* than in the professor's chair, for 'who *bends the twig* inclines the tree.'

The next consideration is, Can *any* teacher *afford* to be ignorant of the matter and method of elementary work? can we afford to say to ourselves "*I do not want to know how to do such work, I do not need to know, I am teaching advanced classes*"?

Suppose the skilled physician and surgeon—while pursuing his medical course, or during the earlier years of his practice—should

say to himself "I am not going to waste my time over these little ills and aches, these incipient diseases and slight fractures and bruises to which the human flesh is heir; my taste will not permit me to dwell upon such uninteresting details; my talent is superior, I intend to be eminent in my profession: therefore, I shall investigate and treat only critical and difficult cases." And, forthwith, he begins to collect statistics of miraculous cures and wonderful surgical operations; if he is called to attend an ordinary case of illness, he declines with an air of affronted dignity (unless he happens to be in pecuniary need). About how much real benefit to humanity would he be able to confer in the course of his lifetime? How much would the medical profession be elevated by his being of its number?

By natural differences in temperament and disposition, we are each fitted for our specialty in educational work; but taste, so far as it affects our choice, is quite as much the result of education—rather the want of it—as of special adaptation. Do not the customs of the people, their habit of thought—every thing, tend to teach us, by example if not by precept, that the position of Primary teacher is lowly and unenviable? And some times, in our pride and vain-glory, do we not arrogate to ourselves superior merit and hold ourselves disdainfully aloof from the *drudgery* of elementary work—patronizingly assigning it to those whose attainments are inferior to our own? The grades in our profession are not comparable with the *ascending* rounds of a ladder. We must place the ladder in a horizontal position if we would make it a true representative of the comparative honors of the various positions in teaching. It is not a question of honorable place, but honorable work; she who stands upon the round representing the Primary department, possessing all special requisites, will accomplish for human good—physically, morally, and intellectually—just in proportion as she brings refinement, culture and literary attainments to her work. The scholarly professor will attain the highest possibilities of his calling in proportion as he discriminates all the little steps, from the apportionment of pabulum for infant powers to the appointment of meat for the strong mind.

The skill of the physician consists in his ability to detect insidious disease where the casual observer would see nothing, to trace its causes and apply remedies suited to restore the functions of the diseased parts. This skill is based upon a thorough understanding of the structure of the human frame, the relation which one organ bears to another and the laws governing their action—in a word, the anatomy and hygiene of the human frame in all its minute details, even

*the disagreeable ones.* Is the teacher placed in less important position to the public than the physician? are his responsibilities less? are the effects of unskillful dealing less disastrous? is there any the less necessity for his understanding, *in all their minutiae*, the anatomy and hygiene of the mind?

How does the physician acquire this quick discernment of cause and effect, this ready application of means to the end, ability to execute, dexterity in management? Nature may have done much for him in the way of quick intuitions, but she can not do all; burning the traditional midnight oil over volumes of medical lore will not do all; there must be inseparably associated with these the careful, accurate study of the human body itself: the objective system is the basis of all.

The science of Mental Philosophy occupies, nominally, an important place in the curriculum of every high school, academy, normal school and college in the land; but the mass of students, even those who are preparing to teach, see nothing in it but a collection of abstract facts and technical terms. the study of which, in some inconceivable manner, is conducive to mental discipline. One of the educational needs of to-day is that this science be made a live study. We need to dissect the concrete object in connection with the abstract ideas. The science of Chemistry invites us to its laboratory, Natural Philosophy to its apparatus-room, Geology to its mines and cañons, Botany to the broad fields, Astronomy to the vast expanse of heavens—for illustrations and proofs of the principles and facts which they respectively present to us. Mental Philosophy points us to the living text-books every where present with us—ourselves, our pupils, and especially children—young children, these are the freshest volumes.

We can never fully understand, appreciate and sympathize with any state or condition until we have had some experience therein. We can not remember how rugged the path, how long the steps, how dark the way by which we gained our rudimental knowledge; the mountains we encountered have been so long razed to the surrounding level that we are absolutely unconscious that they ever existed. We can not actually place ourselves in that condition again; but we may approximate thereto, sufficiently for our purpose, by analyzing the mental acts of children. How? *By first doing ourselves the very work—no matter how simple it is—that we are about to require our pupils to do, analyzing the processes of our own minds the while.* Let us form the habit of doing this, and we shall soon discover that reason, judgment, imagination—all the higher powers of the mind—are dependent

upon the *senses* for the supply of material upon which to exercise their functions.

Before there can be any valuable results from study, there must be correct mental habits; if the right are not *cultivated*, the wrong will usurp their place. Active percepts, skillfully guided, lead to closer observation, dissatisfaction with cursory examinations, careful investigation, concentration of thought, comparison, reason, nice discrimination—ability to analyze, classify, generalize; and these are the basis of all philosophic research; they are correlative with the sciences; each needs the other for its full expansion, and each exists that the other may exist, and there are graded steps in each perfectly adapted to and coinciding with the grades of the other. Our work is to so adjust the two that there be no vacant intervals, no broken steps, clashings, nor raspings. When we have done this, no matter how scanty the information we have imparted, we have done that which is of infinitely more value—we have placed our pupils *in command of their own purposes*, and thus opened the gateway to all the possibilities of mind, the mysteries of Science.

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#### A T O W N W I T H ‘ A D V A N T A G E S ’.

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I SHALL take the liberty of asking the Teacher to do a little free advertising. It is quite possible that some honest soul may have been stirred with indignation and alarm at the pagan system of education now so prevalent in our public schools, and may desire to find some favored spot where history, logic, and even grammar and the spelling-book, are taught from a purely theological stand-point.

Many parents are so weak as to desire to keep their children under home influences until they have attained some little maturity and stability of character. There are some who, in making a choice between the two evils, whether to risk the demoralizing influences of heathenizing grammar and pagan geography on the one hand, or, on the other, to brave the dangers of boarding-school life or residence among strangers abroad, have deliberately chosen to keep their sons and daughters in the public grammar and high schools through to the end, trusting to their own teachings, together with those of church and Sunday school, to counteract what is evil or to supply what is lacking in the teachings of the public schools.

There are some, moreover, who, either through shiftlessness on their own part or neglect of ancestors, find it inconvenient to meet the expenses of board and schooling abroad for their children, however desirous they may be to secure for them a good education.

But there are still other difficulties. Many conscientious parents feel, not only the necessity of sending to religious schools, but to religious schools of precisely the orthodox complexion. Now, in my town Congregationalists and Universalists can be very well accommodated, but the high-churchman who wishes his daughter taught grammar according to the Episcopalian forms must send her away five miles, and pay her expenses at a boarding seminary. The lad who wishes to learn Methodist history must go ten miles in another direction; while the good brother who dares sing nothing in church less sacred than the Psalms of David, in Rouse's version, can not get his children taught percentage and physical geography according to David within sixteen miles.

This is not so bad as it might be. Indeed, I doubt whether many places in the North are more favored than this one spot; and yet I believe it is still true that the Baptist deacons of this city will be under the necessity of sending their sons nearly two hundred miles away to begin the study of Greek, lest they be fatally misled by some tutor as to the interpretation of βαπτίζω.

Mr. Editor, it is perhaps unnecessary that I should explain to you how deeply I sympathize with all the good brethren and sisters who find themselves called upon to meet these perplexing embarrassments in the education of their children. It is true, we have public schools in all our towns and villages in the state; but what strict church-member and reader of the religious journals of the day, I ask, can any longer commit his children to the godless teachings of these infidel institutions?

I am amazed and shocked when I read such opinions as the following, from the pen of an eminent clergyman who has been spending two or three years with his family in Europe. Listen to the heretic:

"I am very sure that, for making your average man and woman of solid utility, the public school-system of America is the very best appliance on the planet. . . . The family influence is the first and last condition of successful culture. If I could not carry my fire-side over the sea with my children, I would far prefer to confide their destiny to the solid common-places of a public school at home, which

educationally are the most precious heritage any average boy or girl could possess."

J. L. CORNING, in *Independent*.

But let us not be too severe upon this deluded man. He has been abroad for some year or two, and probably has not yet heard of the great religio-educational specific which has been discovered and copyrighted (is that just the word?) by some of the religious press on this side of the water.

But I fear, Mr. Editor, that you are beginning to fail to see the appropriateness of my caption. I will keep you in suspense no longer.

A few days ago, there came into my hands a copy of the *American Farmer's Advocate*, published at Jackson, Tennessee, a small quarto (the paper, not the town) filled with advertisements which at once attracted my attention. I thought of my friends who are so troubled and perplexed for the want of suitable denominational schools near home in which to educate their children. I said to myself, "Is it possible that the subjugated South is already victor over her conquerors in educational matters? Surely, here is a town with *advantages*. In all my travels, I have never yet met with its like." We will let the paper speak for itself.

"THE EDUCATIONAL ADVANTAGES OF JACKSON, TENNESSEE.

"We present on this page the advertisements of our leading schools. The reputation of Jackson has grown through a series of years, until it is surpassed by no location in the United States. Schools of every grade are multiplying. . . . Besides the schools here mentioned, there are several others of various grades, all thriving. Jackson can not be surpassed for healthfulness, beauty of location, refinement of its local society, and for church privileges. See 4th page for '*Academy of the Immaculate Conception*'.

"Presbyterian  
HIGH SCHOOL,  
in Jackson, Tenn.

Baptist  
FEMALE SEMINARY,  
Jackson, Tenn.

Memphis Conference  
FEMALE INSTITUTE,  
Jackson, Tenn.,  
Rev. A. W. Jones, D.D.,  
Presl

West  
TENNESSEE COLLEGE,  
Jackson, Tenn.,  
Rev. E. L. Patton, A.M.,  
Presl, etc."

For the further information of the multitudes who will doubtless at once flock to this favored locality, I will close with an extract from Lippincott's last edition.

"JACKSON, a thriving post-village, capital of Madison county, Tenn., on the Forked Deer River, 150 miles W.S.W. of Nashville. It contains a bank, two or three churches, and a flourishing college. Population, 2,407."

CONGREGATIONALIST.

## WHAT IS THE PROPER WORK FOR THE FIRST SCHOOL YEAR?

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DELIA A. LATHROP.

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THERE are two stand-points from which to answer this question: the one from that of the child's mental capabilities and physical condition, the other from that of what ambitious parents and teachers would like children to know. Too often, even in these days of educational theories, the latter is the one from which courses of study are planned, their authors forgetful or ignorant that the mind must have time for its unfolding, and that it is deformed and stultified by any attempt to hurry its processes.

There is written, in the mental constitution, a law of growth (however slightly it may be spoken of by advocates of educational notions), which can not be innocently ignored by those who plan these courses of study. In physical things there is a law of crystallization; a law of seed-development, of unfolding of leaf-bud and blossom and perfection of fruitage; in the body itself a law of growth, controlling forms and phenomena from inception to maturity: so the soul, endowed, in the beginning, with all its possibilities, at different periods of its development expresses itself in a tendency to different modes of action. And, if we were as thoroughly informed in the science of the mutual relations of mind and body as those may be who will come after us, we might find that brain-tissue and nerve-force speak with more commanding tongues concerning the order of intellectual development than we have been wont to suppose. At any rate, we find disordered bodies attending upon a disregard of the mental constitution. Proper mental activity promotes physical vigor; ill-directed mental work kills the body.

The original question, then, can be best answered in the answering of these two: *First*—What do we want to do for the child? *Second*—What school work will best accomplish this end?

Let us approach the first of these questions by taking an inventory of our little six-year-old's intellectual possessions when he enters school, that we may the better know where our work is to begin. From the stand-point of babyhood, he knows a great deal and can do a great deal; he knows and can do but very little, from the outlook of manhood. He has used his senses to pretty good purpose, from the time he first looked into his mother's eyes and discovered her mother-love in them, up to this morning, when he tore his latest-



bought toy to pieces, that he might see all its hidden parts and understand all its mysteries.

He has obtained an immense number of ungeneralized facts, gotten by observation and experiment; for our six-year-old has put kites, stilts, hammers, axes, cat's-claws and gunpowder to many and serious tests. But which of all his facts is cause and which effect, or whether there be such a thing as cause and effect, he has scarcely considered. His observation is keen; he is overflowing with curiosity; his activity is almost limitless, and his memory quick and retentive of those things that interest him.

Again, he has learned to use with tolerable correctness most of the words in common use at his home. He knows the meaning of words in sentences, but can not tell their meaning out of their sentential relations. He understands much more of the language of others than he ever attempts to use himself. He has many indistinct notions, destined some day to 'blossom into thoughts', which he has never tried to express. But few of his words represent to him the result of generalizations; each stands for a single object or event. This must be so until he has a wider and more vivid experience.

Our six-year-old reflects but little. He compares and decides upon, not abstractions, but phenomena actually occurring before his eyes. His intuitions are positive, but quite likely far from correct. He is impulsive, teachable, affectionate, trustful, and selfish. His feelings are easily moved; he is quick to confess a fault, prompt to promise reform, but the *will* is too weak to resist the first temptation to disobedience that presents itself. But he loves to *talk*. His tongue never tires of putting his thoughts into words the best it can command. Of written language, which must be to him for a long time only symbolic of the yet scarcely familiar representation of thought, the spoken word, he knows nothing. The narrow gate to this long and crooked way has not yet swung upon its hinges before him.

This is supposed to be a fair sketch of the acquirements and mental characteristics of the average six-year-old child. What do we expect to do for him the first year? We desire to encourage him in his efforts to see the *heart of things*: not, of course, to the destruction of property, for he is to learn the value of money and the necessity for frugality; but to find out all he can, innocently, concerning the things about him. And we further desire to teach him to investigate methodically and, as far as he is competent to do so, exhaustively. He is to be encouraged to examine for the purpose of finding out: in other

words, whereas, in the past, he has only casually observed, he is now to be taught to *study things*.

Again, we want to assist him in setting in order the knowledge he already has. To do this, it must be overhauled. The various cranics, closets and bundle-boxes of memory must be searched, the contents assorted, and facts that belong together be made to appear so; what has been found by the child to be true of a single object, or in a single case, is to be shown to be true of all similar objects and in all similar cases. We hope, by establishing natural and easily-comprehended associations, to strengthen his memory and teach him how to make it do best service. In the matter of language, we wish to teach him the clear, easy and correct expression of his ideas. We wish, by our careful training in school, to correct the errors he has acquired at home, as well as to guard him against falling into the use of incorrect language in the future.

We expect to assist him in overcoming his awkward shyness in speaking, and especially to teach him the use of sweet, clear and soft tones of voice.

In the subject of written language we have an unlimited field for our ambition. We expect him to learn to read, at sight, simple composition, and to read as understandingly and with as good expression as we ourselves would do; and with good reason, for the reading-matter is just as thoroughly comprehended by him as by us.

We expect him to be able to separate all the simpler of these words into the sounds that compose them; to learn the names and the order of the characters that enter into their structure; to be able to take these words out of the relations in which he finds them, and put them into correct statements of his own formation. Moreover, we expect him to learn another alphabet—the script characters—and discipline eye and hand to the correct reproduction of these forms, singly and as connected in words. And a fourth alphabet—the capitals—in some respects peculiar in its forms, and especially so in its use, is to be learned, imitated, and its peculiar uses observed in practice.

We expect to carry forward his knowledge of number. Most of the terms expressive of number, as far as one hundred, are, quite likely, familiar to him, and possibly the order of the terms; but we hope to teach him the value of these numbers and how to combine the simple ones; to give him an idea of their relative values, and of their application to the practical purposes of life.

In addition to all this, we hope to do much in the development of taste; much to encourage and strengthen every noble trait of charac-

ter; much to direct into proper channels all the gushing, leaping impulses; much to educate the conscience and strengthen the *will*.

Have I overestimated what we hope to do?

I come, now, to our second question, which is the immediately practical one—In the doing of what school-work can this hope be most surely and effectively realized? The answer to this must be made the subject of another paper.

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## A LESSON FROM AFRICA.

J. H. BLODGETT.

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AFRICA was little known to ancient Greeks and Romans, yet modern nations find the statements of the old geographers often quite as reliable as many of the claimed discoveries of later times. Along a part of the Nile, along the Mediterranean, and near the southern extremity, are regions of which we have reasonably accurate information; but of most of the remainder of the peninsula we have at best but a limited knowledge.

A recent opportunity brought before me a review of former knowledge and a mass of new material regarding the western coast, and I note for you some information derived from a scholarly missionary who has lived for thirty years at the point where the equator intersects the Atlantic coast, and where the Gaboon river pours into the ocean.

The course of migration into Africa from the Asiatic cradle of the race seems to him to have had a double flow. A stream pouring along the Isthmus of Suez and across the north turned southward when it reached the Atlantic. Another migration seems to have gone southward, crossing, perhaps, from Arabia at the straits of Bab-el-Man-deb, and finding its way down the east side was turned northward again by the limits of the land, and the two currents have met in such a way as to give two great families of languages to Africa, kindred in their remote roots, diverse in many of their accidents, but each embracing hundreds of dialects of comparatively close relationship. The equator is rather to the south of this linguistic division.

Thirty years ago, the Mpongwe tribe on the Gaboon had no written language, and the first impression of the foreigners was that their

spoken language was not very symmetrical. A better knowledge, coming with longer use of it, brought out the fact that these people had a language of wonderful regularity, whose unwritten forms were preserved in a purity unknown in the changing languages of a higher and a more careless civilization. The language is now reduced to written forms, with its grammar and its dictionaries, as regular as the Greek, as pliable in its forms and as expressive in its modal variations as the classic languages, as poetic as Hebrew, a language toward which their oriental modes of thought and their traditional customs point so strongly that the poetry of Isaiah is intelligibly translated to them directly from the original Hebrew, while a translation from the English version is defective for want of community of idiom and form of thought. Like the Hebrews, they practice circumcision. Like them, too, they have something corresponding to the cities of refuge in case of accidental homicide. Like them, too, they have a passover sacrifice and blood-sprinkling, whose formalities are observed to ward off the approach of diseases or public calamity. For all these and a long list of very ancient customs they have no explanation, and can only say that it is the way of their people.

Their religion is Fetichism, a religion so low as scarcely to have describable characteristics. Witchcraft as known in European countries, and even in New England, is its nearest synonym among civilized nations. Charms for working evil influences are believed to be in constant use by their slaves, and no freeman can work these charms. Every freeman is in constant fear of the vindictiveness of some slave to him unknown, and every slave is in constant fear of being selected by the fetich doctors as the murderer of the fisherman who fell out of his canoe, or of the bather who was caught by a shark, for they recognize no natural deaths among those in the vigor of life.

Their government is essentially that of the elders. The chiefs have scarce more independent power than a republican president exercises. Their code of laws sounds much like a chapter from the Levitical code, but, like the codes of Christian countries, is defective in administration. Polygamy is practiced. Children of a brother and of a sister may not intermarry to the tenth generation. There is no marriage of Mpongwe with Mpongwe except by an exchange called Mpenga. A man marrying a woman promises to return a sister or other woman of his kindred, substituting a slave only when he has no kindred to exchange. The exchange is some times delayed even three or four years, but the wife's father always has power to demand the Mpenga, and takes back his daughter if the demand is not satisfied.

The father can also at any time dissolve the marriage by taking back his daughter and giving up the dowry and the Mpenga. The woman herself may go back to her father, and when her husband demands her, he may receive his Mpenga and dowry.

The death penalty follows murder, commuted with money or goods often in case of murdered women and in case of slaves.

If a man kindles a fire in the field, he is responsible for all damages done. How would such a law influence the destructiveness of American fires?

Connected with these and a multitude of other facts regarding the people as seen in their own native life, are various matters for our thought. Hamburg, Liverpool, Boston and New York furnish most of the malarious influences for the African coast. Christian nations ship their vices to the savages, and savages who come to Christian lands too often return spoiled for life as heathen and unfitted for life as Christians, utterly worthless for the uplifting of their fellows. Ardent spirits now strike the brain with poison so quick that delirium tremens has not time to intervene as in earlier years. Liberia scarce holds its own, much less gains an influence in the interior. Sierra Leone, scarce greater in its utmost extent than half a dozen congressional townships, contains near one hundred and fifty little communities, made up of representatives of as many tribes, from which they had been taken as slaves. They have been put here by the British government in preparation for restoration to their homes, a work which carries good influence with it.

Perhaps most wonderful and most suggestive to a teacher of civilized youth is the remarkable preservation of purity of language and the manner of its preservation. Here is a language without a written character, till transferred by men still living, preserved with nice shades of declension and of conjugation, whose meaning the English can only express by wordy prepositional and adverbial combinations, and hardly paralleled by the varied significance given to Greek verbs by their inflections. Here is this language in use among a people in many respects of very low type, barbarians, pagans, savages; yet a language almost unchanging from generation to generation. Here it is undefiled by errors, such as some who call themselves scholarly English do not regard as disgraceful in their own tongue. If a Mpongwe old enough to talk fluently makes such errors as one hears constantly among us, as in the use of learn for teach, and in the confusion of the forms of sit and set, of lie and lay, he is disgraced. Especially are the mothers vigilant to correct every error, and a well-

grown youth who errs in the use of a word is apt to hear the sharp query "Who is your mother?" or, "Where did you learn to talk?" They do not say they 'speak English' or that foreigners 'speak Mpongwe' until it is accurately done. They say of all that trial with a strange tongue 'he *twists* English' or Mpongwe, as the case may be; and when they say he speaks the language, they mean he speaks like a native. They have proverbs beyond all the number collected by Solomon, and the fullest recognition of naturalization of a foreigner is to say of him "He speaks our proverbs."

Is there not danger of a terrible literalness in the rising in judgment against us of the people whose ways are despised, whose opportunities are limited, whom we would hardly allow to touch the hem of our garments? Is there not danger that our magnificent plans and our costly equipments for the formalities of external culture will be weak and feeble in comparison with the daily watchfulness of the unlettered Ethiopian of the tropics? "Teaching is not training." Civilization teaches and too often forgets the training, which must go on in the homes as well as in public places.

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## LATIN PRONUNCIATION.

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GEO. K. BARTHOLOMEW.

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THE following scheme exhibits the Roman method of speaking Latin, so far as it differs essentially from the 'English method'.

The question How the Romans spoke their language at the period of its greatest purity has excited the most careful and laborious researches of scholars of different countries and of different ages. The result of those investigations, thus independently carried on, illuminated by the science of Comparative Philology, is the system of sounds herewith presented.

Although the subject, in its very nature, seems to preclude absolute knowledge of the exact orthoëpy of the Romans, yet it is claimed that this system is so near an approach to the ancient pronunciation that it would be intelligible to Cicero or Caesar, from whose own pronunciation it would have differed less than the pronunciation of educated men in one part of England differs from that heard in other parts'.

This claim fairly established fully justifies the growing tendency to substitute the Roman for the 'English' and the so-called 'Continental' methods of speaking Latin.

If we have ascertained how Latin was pronounced in the classical period, we should do better in speaking the language thus than in yielding to national prejudice or habitual associations so far as to retain a system which is wholly foreign to the genius of the language, and which is a great hindrance, rather than a help, to the study of Etymology.

### VOWELS.

Each vowel had but one elementary sound. This sound was doubtless slightly modified in quality by its position, as initial, or medial, or final; yet the only important distinction between a vowel 'long' and the same vowel 'short' was a difference in the relative time of sounding it.

The sounds, as nearly as they can be represented by English equivalents, are as follows:

	<i>Long.</i>		<i>Short.</i>
a	as in father, . . . . . <i>stāb.āt.</i>	a	as in dogma, . . . . . <i>pater.</i>
e	" " prey, . . . . . <i>flēb.āt.</i>	e	" " met, . . . . . <i>rept.</i>
i	" " ravine, . . . . . <i>vidī.</i>	i	" " ratify, . . . . . <i>tibi.</i>
o	" " tone, . . . . . <i>pōnam.</i>	o	" " robust, . . . . . <i>rept.</i>
u	" " rude (oo), . . . . . <i>ūsū.</i>	u	" " pull, . . . . . <i>tuum.</i>

y as German ü in Müller, which is a sound nearer i than u.

### DIPHTHONGS.

The two vowel sounds are both preserved, but are uttered as rapidly in succession as possible. Ae (or ai) as the English word ay (yes), a'h ee): *mensae, Caesar.* au as ow in how (a'h oo): *hunda, frans.* ei as in rein (e'h ee): *hel.* eu as in feud (ē'h oo): *sen, neuter.* oe (or oi) as oi in coil (ō'h ee): *coctus, poma.* ui as in suite (wee): *eni, hoi.*

### CONSONANTS.

c uniformly as k: *cōdo, cibus, socia.*

g " hard: *gens, regit, gigno.*

j " as y (in yes): *jam, Troja.*

r " trilled (as r in ferry): *per, riri, cerno.*

s " sharp (as in so): *suam, res, urbs (bs = ps).*

t " as in ten, hat: *sit, tunc, natio.*

v " as w (in wine): *vidi, (wee'dee), amari, (a me'h'wee), res*  
(wōse).

qu uniformly as in English queen.

n before c, g, or q, as ng in anger.

#### SYLLABICATION.

A single consonant between two vowels is invariably joined to the second. Two or more consonants which may stand combined at the beginning of a Latin (or Greek) word are attached to the vowel following them. In compound words, however, the constituent parts are pronounced as separate words.

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### THE TEACHER MAKES THE SCHOOL.

RICHARD EDWARDS.

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I HOPE it may be of some use, even at this late day, in the midst of all our improvements in methods, and of our wealth of favorable surroundings,—I hope it may still be of some use to occupy a page or two in reminding the public of the great truth that ‘the teacher makes the school’. We are in some danger of laying too little emphasis upon this maxim. School-houses have come to be so expensive; school furniture has taken on such parlor airs; books and apparatus have so improved in quality; and the importance of all these things is so much talked about; that the schoolmaster is in some danger of sinking out of sight and of becoming a mere adjunct. Think of it! A school-house must involve the expenditure of many thousands of dollars—a few thousands, at least, more than the neighboring district has expended,—and the community must be for months agitated with the discussion of its excellences, *pro* and *con*; and, finally, must be taxed to pay the interest on the bonds, and occasionally, if virtue soars so high, to pay off some of the principal. And there must also be decided the question of double or single desks, the different manufacturers must be ‘seen’ by the district magnates, and a large addition to the expense must be incurred in the furnishing.

Compared with all this, how insignificant is the mere pedagogue of either sex! Having achieved the house and the furnishings, it is but a trifle to secure teachers. They can be scooped up in any number at almost any place. Henry VIII said that he could make any number of earls out of so many plowmen, any day. This is but a small matter compared with the facility with which teachers may be made, not



alone out of plowmen, but from any and all material. Only yesterday I learned that in a neighboring state, one that prides herself too upon her schools, a person of whom no one knew any thing, whose literary qualifications were inferior, whose position before the community was altogether one of doubt and suspicion, and who positively declined to give any satisfactory account of his past history, or any references as to character, was yet licensed as a teacher. It was a fact, also, that this man had left his former residence in a way and for reasons in the last degree disgraceful. But of this I make no note. The county superintendent who gave the certificate was not to blame for this; but he *was* culpable for licensing a man who gave absolutely no proof of possessing the requisite moral and literary qualifications.

Fancy a school under the care of such a man as this. What is its animus? In what direction does it impel the young mind? What can come to the souls of children from contact with a character so soiled and uncleanly? How fine a school-house, what value in surroundings, would it take to disinfect the influence of such a person, to neutralize the moral malaria that he carries about with him?

The teacher makes the school. Let there be a man well prepared for his work both by natural endowments and scholarly attainments,—a man of clear judgment, generous disposition, high moral purposes, and all these enlarged, refined, ennobled by a liberal culture,—let there be such a man, and he will make a good teacher under any circumstances. He carries with him, in his own person, all the essentials of a good school. He is, in some sense, a walking university. Put him where you please,—with Socrates in the streets or the market-place, with Plato in the groves, or with the frontier pedagogue in a log school-house,—and he will achieve success. It is not in the power of circumstances to neutralize the influence of such a man.

The material adjuncts of a school are only its body. They can no more accomplish the true work of a school than a discarded corpse can perform the ordinary functions of life. A soul is needed in either case. There must be a living principle that animates every instrument. Material things must be moved by a spiritual power. Brick walls, wooden desks, books, apparatus,—all must be controlled, utilized, possessed, by an intelligence that is clear and far-seeing, and a purpose that is pure and persistent.

I have no desire to underestimate convenient and pleasant surroundings. A good school-house is valuable in many ways. If properly constructed and warmed, and if well ventilated, it is a promoter of

physical health. If its architecture is chaste and symmetrical, free from tawdry ornamentation and yet pleasing to the eye, it becomes itself a teacher, a means of developing in the children the love and appreciation of the beautiful. If its costly furniture awakens a desire to abstain from the slovenly and vandal practice of defacing and soiling, it becomes an incentive to self-restraint, and a promoter of habitual self-control and of moral culture.

But are we sure that these ends will be achieved in every case? Does every well-built and well-furnished school-house fulfill so beneficent a mission? Are there not many in which dirt and disorder very soon override the beauty and symmetry? How often, on visiting an expensive structure of this kind, one is pained at the evident want of harmony between the outlay of money and the coarseness of those for whose benefit it was made! How often does the use to which a school-house is put seem like a desecration of noble things,—like the invasion of a marble-built city by a horde of barbarians.

And what is needed in such cases? There is but one defect, but that one is fatal. It is the want of a *man* such as he of whom we have spoken. This magnificent body has no soul commensurate with its outward grandeur. There is no potent guiding spirit for these forces. Or, to put it in plain speech, there is no teacher of sufficient purity of character and resoluteness of purpose to compel the culture that the material surroundings are calculated to impart.

The teacher makes the school. Without his genial but mighty influence, it is not a school,—it is only a rabble of untamed forces. No perfection of outward surroundings can atone for his defects. You may import the Parthenon, with all its ancient severity of splendor, and use it for a school-house, and if the teacher is feeble, or false to his duty, the gorgeous statuary and the grand architecture will have little power to elevate and improve; and, indeed, their influence may tend to evil by leading children to associate noble things with unworthy uses.

And whose business is it to see to this? On whom rests the responsibility of making our teachers what they ought to be? It rests, in a large measure, on the county superintendents. Whenever a certificate for teaching is granted to a candidate who is unworthy either in respect to his moral character or literary attainments, a blow is struck at the efficiency of our educational systems. Easy examiners are ten times worse foes to our schools than those who assail the system in the newspapers. This is our vulnerable point. Here is our real weakness.

But the examiners are not alone responsible. Every school-officer shares the burden. It comes upon the shoulders of every school-director, of every member of a board of education, and, finally, of every man who can wield the slightest influence in determining the educational policy of state, or town, or district. If all these do their duty faithfully, and insist upon the highest qualification in the teachers of our public schools, and also upon paying what such qualifications are worth, the schools will become too mighty for the assaults of bigots or the selfish champions of ignorance.

## A L E G E N D O F L A P L A N D .

ANNA C. BRACKETT.

As into the dreamy region of our childhood dim and far  
Follow we, and not unwilling, where, beneath the northern star,  
Half-formed fancies find an utterance sweet as thoughts of children are,

There to reverent hearts the rainbow archeth still a pathway strong;  
Humanly divine the music of the pine tree's endless song;  
Human love and human longing shine through all the starry throng.

Sweet and fresh the simple story runs in quaint Laplandish rhyme,  
As we turn us from our studies when pure children's voices chime,  
So we follow, as it woos us back into that olden time:

Two servants were in Wamma Issi's pay;  
A blazing torch their care;  
Each morning Koit must light it till its ray  
Flamed through the air;

And every evening Ammarik's fair hand  
Must quench the waning light;  
Then over all the weary, waiting land  
Fell the still night.

So passed the time; then Wamma Issi said,  
"For faithful service done,  
Lo, here reward! To-morrow shall ye wed,  
And so be one."

"Not so," said Koit; "for sweeter far to me  
The joy that neareth still;  
Then grant us ever fast betrothed to be."  
They had their will.

And now the blazing lustre to transfer  
Himself, is all his claim;  
Warm from her lover's hand it comes to her,  
To quench the flame.

Only for four times seven lengthening days,  
At midnight, do they stand  
Together, while Koit gives the dying blaze  
To Ammarik's hand.

O wonder then! She lets it not expire,  
But lights it with her breath—  
The breath of love, that, warm with quickening fire,  
Wakes life from death.

Then hands stretch out, and touch, and clasp on high,  
Then lip to lip is pressed,  
And Ammarik's blushes tinge the midnight sky  
From east to west.

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## SAVING TIME IN SCHOOL WORK.

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HELEN M. THOMPSON.

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IN this bustling world of ours, where so much is to be done, the question of how to do all in the least possible time often arises. One may have a very clear idea of what is to be done, but the way and means of doing are not so evident. As teachers, we know at the outset just what duties we are expected to perform, and the amount of time which may be allotted to all. Any failure to perform faithfully this work is a violation of a contract, unwritten and unexpressed, it may be, but nevertheless understood and binding. The work seems great, the time small; and we look about us for the best method of accomplishing all, the surest means of economizing time so that each

and every thing shall have its just portion. It is much easier to weave fine theories than to reduce them to practice and gain the results desired. We read of many plans and devise many which we attempt to follow in our daily work. The results at first are not satisfactory, and, failing, we sink back into the old channel and helplessly drift about, grasping again for something new. Discouraged, we sigh, and wish that some one—we do not exactly know who—did not make the work so hard. Possibly the fault is in ourselves, and a few simple rules, faithfully carried out, like oil upon machinery, would remove the friction and the work once more move smoothly on.

There must be thorough organization, if we expect to accomplish any thing. Give each hour of each day its work definitely, and let the pupil know just what that work is, that there may be no idle ones, no inquirers for the work next to be done. We have all tested the value of a well-arranged programme placed where all can read, and have found it a valuable assistant in accomplishing this. Children are quick to appreciate the value of a time for every thing, and can soon be taught to have every thing in time. As is the teacher, so is the pupil. If the teacher is careless, and omits a lesson to-day and something else to-morrow, the children soon catch the spirit, and think rest will benefit them, also, and, unless coercion is applied, will continue this carelessness until it affects them in every thing. Habits are easily formed. Let us watch that there be no evil ones among them.

Promptness and order in passing to and from classes and room save much time and irritation. This can easily be attained by seating classes separately and distinctly. Let each one understand clearly the signals for passing to and fro, and, once understanding, see that they obey upon the instant. One careless move left unrebuked to-day may make many to-morrow. The most disorderly can soon be subdued by a few days of rigid discipline in this direction. Johnny and Mary are not quite so near perfection as their fond parents imagine, and often prove a source of trouble to their teachers from their well-established habits of carelessness and inattention.

Every one knows how provoking it is to be interrupted in the midst of some recitation or explanation, by some careless one seeking for that information which he has utterly failed to hear, his thoughts having been for the time, like the eyes we read of, roaming to the ends of the earth. Assign each lesson definitely and distinctly. Let each pupil understand that no farther information will be given respecting either place or extent of any exercise.

Thorough preparation in teacher as well as pupil is very essential.

Have we a right to expect that from pupils which we can not give ourselves. If the child knows that the teacher has a clear understanding of the subject and will conduct the lesson without the use of a text-book, is not his own ambition roused, and will he not give far more care and labor to overcome difficulties than where he supposes the teacher but half-acquainted with the lesson, or careless in attending to the manner of a recitation? A mistake or careless statement often leads to a doubt of the teacher's ability. I once heard a child ask a simple question in geography which her teacher could not answer without reference to the book. This was quickly noticed, and various uncharitable remarks upon the teacher's qualifications were the result. A few minutes of careful preparation every day would save such criticism and the danger of mistakes.

There are lessons which it is necessary to explain before requiring pupils to study them. If a difficult subject is to come before a pupil for the first time, awaken his interest at the time of assigning the lesson by a few pointed questions upon the leading principles to be mastered. This will arouse and quicken the thought of the slow, and save much time which otherwise must be devoted to individual effort. Questions, not answers, are the work of the teacher. Not that questioning which contains in itself the answer sought, but clear and direct, that the pupils may find for themselves the hidden thought. Make them independent thinkers, not crediting a statement because the book tells them it is so, but because they know it by their personal examination. Thus their minds are stimulated to still farther investigation, until they become quick of perception and self-reliant. Written lessons upon the more difficult topics will show more satisfactorily the position of each pupil than days of class-recitation upon the same topic. Especially is this true in mathematics. All are thus taught to be accurate in calculation and careful in analysis.

'Hasten slowly' is the only true motto for us to adopt. There should be no pushing and cramming to pass our pupils to a higher grade in just so many weeks or months, without regard to their mental capacity. They may stand the pressure for a time, but, when they seek to grasp more difficult work, they show clearly the want of discipline in earlier years. Ideas they have, but they are so ill-arranged and indistinct that it is utterly impossible to make a practical use of them. This seems to be the place of all others to save time, by doing the work so thoroughly that the knowledge gained in one grade shall be but a stepping-stone to the work of the next; not an uncertain foundation, but one so firmly laid that it can never be moved.

## EDITORIAL DEPARTMENT.

VACATION.—The schools are closed for the summer, and before us are two or three months of rest. Surely, if any class of persons need rest at the end of a year's work, it is the teachers. The long-continued drain upon the mental and physical energies brings weariness to flesh and to brain. A period of relaxation is as necessary as it is welcome. It is pleasant to be freed for a time from the daily routine of the school-room, from the little perplexities and vexations incident to the teacher's work, and from all responsibility for the moral and intellectual delinquencies of the pupils who have been under our care. Rest is needed to give new vigor to mind and body, and to prepare us for the labor of another year.

But rest does not necessarily imply absolute inactivity. Some doubtless there are who, by overwork, have become reduced to a condition where all work is wearisome. Such must regain their lost energy by indulging for a time in undisturbed repose. But if the health be not broken, mere idleness does not invigorate, but it rather weakens. Inaction itself soon becomes burdensome and oppressive. Though it may seem paradoxical, it is still true, that we gain healthful rest by keeping at work. What we need is not to cease from action, but to change the kind and direction of our activity. Thus, one who has been engaged through the year in teaching mathematics might not find himself greatly refreshed if he should devote his vacation to the study of Euclid or Bouillon, while the creations of a Dickens, or the glowing page of a Macaulay or a Prescott, might afford him positive relief. We may do much during the coming weeks to broaden our culture and to extend our acquaintance with the works of the master minds in our literature, and thus fit ourselves better for the duties of our profession, while at the same time we are taking that rest which we all need. Or we may give ourselves up to the study of some of those branches of natural science which will lead us out into the fields and the open air. We may find it a not unpleasant nor unprofitable recreation for our vacation to add to our knowledge of the vegetable, animal and mineral world around us. There is enough that we can find to do, which will be of advantage to us in many ways. One thing is certain, that we can not afford to let the time pass idly by. With, at least, twelve weeks of each year to be spent outside of the school-house, it becomes an important question how to make the best use of vacation.

THE ADVANCE AND FREE SCHOOLS.—In the May number of the Teacher we called attention to a remarkable editorial in the Chicago Advance, in which the astute editor of that paper put forth his declaration of war upon the public school. We were mild in expressing our opinions upon the subject, because we thought that probably a fit indigestion, or a state of mental irritation brought on by editorial exhaustion, or an aggravated attack of the *odium theologium*, had thrown him into a belligerent mood, and that hence, feeling unpelled to demolish something, he had set his lance in rest and borne down upon the wide-spread and alarming evil of free public education. We trusted that, for the sake of himself and his friends, a change of diet, a brief period of rest, and a careful avoidance of

all exciting topics, would restore him to mental and physical soundness, and thus save to society a valuable member and to the editorial fraternity a shining light. But, alas, our fond hopes seem destined to be blasted. His case is evidently a hopeless one. Like the poor woman that we read of, he is nothing bettered, but has rather grown worse.

Since the appearance of the editorial above referred to, he has prepared and published several other articles, all designed to show that unless the education of the rising generation is forthwith handed over to mother Church, or, rather, to its multitudinous progeny of hair-splitting sects, the aforesaid sects will soon find themselves falling into the sere and yellow leaf, and the world will go whirling headlong to destruction.

The precise amount of intelligence which a child may, in the opinion of this new luminary, possess without endangering its religious welfare is not very definitely stated. We are, however, informed that secular education should not extend beyond the tenth or twelfth year, and that it should be confined to the 'merely rudimental branches'. We presume that the child may be allowed to learn the alphabet and to read through the primer, may be taught to count to one hundred and to write his own name, without imperiling his soul; but if he step beyond these narrow limits, he is on the broad road to ruin; while to study history, English literature and the sciences without a theological commentary is sure perdition. The author of this plan confesses that it is not 'abstractly perfect'. It is not what he would like, but he will condescend to accept it as a compromise. To make the plan theoretically perfect, in his estimation, there should be no free public schools at all; the work of education should be intrusted to the various denominations even from the very beginning.

This scheme for increasing popular ignorance is not intended for a huge joke, as one might suspect, but it is announced with all gravity and is elaborately discussed, with the evident expectation that it will receive from the friends of public education serious consideration. He is astounded to find that no body agrees with him; that no body seems disposed to spend time in reasoning with him upon the subject; that every body thinks that he has made his appearance upon this planet about a century or two too late. He is pained even at the kindly suggestion of the Michigan Teacher, that "the mental capability of entertaining such a scheme is doubtless his misfortune rather than his fault." He is yearning for some body to argue the question with him. For our own part, we do n't propose to discuss his scheme. We think there are a few things which we are justified in considering as settled, and among them is the doctrine that this country is to have free public education without any officious and offensive intermeddling of church or clergy, Romish or Protestant. If the editor of the Advance sees fit (and who, after this, will say that he may not?) to assert and maintain that bigotry and intolerance are cardinal virtues, that unbelievers should be burned at the stake, or that popular intelligence is hostile to Christianity, or any other equally absurd proposition, we may feel that our time can be more profitably employed than in attempting to convert him from the error of his ways. Any proposition intended to improve our public schools by suggesting remedies for existing defects, or by pointing out ways and means for increasing their efficiency and usefulness, we are always ready to consider and discuss; but we are far from being disposed to entertain seriously, or to treat with a very high degree of respect, any project to overthrow



those schools and to substitute for them incipient theological seminaries under the patronage of the different religious sects.

We are aware that this is not the first time that the coterie which the Advance represents on this question has engaged in an undertaking of this kind. Several years ago, some of the same gentlemen were advocating a similar scheme in one of the Eastern States where they then resided. Before enlisting in a new crusade under the same banner, they would have done well to recall the inglorious defeat which they suffered on that occasion at the hands of our present Secretary of the Treasury, Mr. Boutwell, at that time Secretary of the Massachusetts Board of Education. We are aware, too, that these gentlemen have an interest in some private educational establishments, the endowments of which, under their highly judicious management, have for some time been growing small by degrees and beautifully less. If the free grammar and high schools of the state could be suppressed, and denominational schools be allowed to usurp their place, they see room to hope that more of our young men and women might be influenced to turn their steps to these languishing institutions, in stead of seeking those more distant but more favorably known, *Hinc illae lacrimae*.

In a half-threatening, half-prophetic tone, this forerunner of a new educational dispensation warns us that this question is to be made the basis of political action, and that we shall be astonished at the result. If he succeeds, at this late day, in organizing a political party under the rallying cry 'Down with free schools!' we confess that we shall be astonished. The people of this country have some times done very foolish things, but we feel safe in assuming that they still have a little sense left.

NATIONAL EDUCATIONAL ASSOCIATION.—The annual meeting of the National Educational Association will be held in Boston, on the 6th, 7th and 8th days of August next. We published in our last number the programme, which will give our readers an idea of the character of the exercises of this meeting. The convention is divided into the four departments of Elementary, Normal and Higher Instruction, and School Superintendence, and it will meet in sections on the afternoon of each day. During the forenoons and evenings the exercises will be conducted in general session.

The programme embraces subjects of great interest and importance, and upon it we notice the names of leading educational men from all parts of the country, from Maine to California and from Minnesota to Alabama. In point of importance to the best interests of the whole country we doubt if any of our national convocations equals this; certainly, none exceeds it. We wish that every teacher and prominent educational officer in the great centre of our country could be present to receive the good influences of this meeting.

In order that the item of expense shall be as little hindrance as possible, arrangements have been made by which tickets from Chicago to Boston and return, *via* the Grand Trunk Railway, can be had for \$32.

Upon this point, the following note from Mr. Pickard will be read with interest:

CHICAGO, JUNE 18, 1872

*Dear Teacher:* In making arrangements for excursion tickets East for our city teachers, I have included all teachers of the Northwest. The route is by rail or boat and rail, as preferred, from Chicago to Boston or Portland and return, *via* Michigan Central and Grand Trunk Railroad, or by boat to Sarnia and Grand

Trunk Railroad either by Ogdensburg or Montreal. Tickets \$32 for the round trip, good from June 27th to Sept. 15th, upon conditions named upon ticket, viz: the return ticket will be given at Portland or Boston only to the person whose name is upon the ticket. Teachers may stop over at any station for a longer or shorter time. Tickets will be sold here or at Milwaukee, upon the presentation of a card from myself. This card will be furnished by letter to any teacher who writes for it including stamp for postage return.

Truly yours,

J. L. PICKARD, Sup't Schools,  
155 W. Monroe street.

The fare over the same route from St. Louis will be \$41.

**MARKING RECITATIONS.**—Most of the teachers of our acquaintance adopt some system of recording their estimate of the recitations of their pupils. Many, while they use such a system, are yet fully persuaded that it is open to serious objections. It is so liable to abuse that the question is often raised whether it would not be better to abandon it altogether. As it is some times used, it certainly is full of evil. The following, we believe, are valid objections to the system.

1. It tends to divert the attention of the teacher from the true objects of the recitation.

2. It leads to the adoption of that method of conducting the recitation which will enable the teacher to make his estimate the most easily and accurately, rather than that which will be best for the pupil.

3. It takes time which might be more profitably employed in other school work.

4. It is unfavorable to original investigation on the part of the pupil, leading him to prepare his lesson with a view to the recitation, rather than with a view to the extending of his own knowledge.

5. It keeps before the pupil an unworthy motive as an incentive to study, viz., the obtaining a high mark.

6. It tends to cultivate dishonesty in the pupil. If a high mark is the one thing desirable, it is not a very long step to the conclusion that any means which will secure that one thing are justifiable.

7. It does not afford a good criterion for judging of the real ability of the pupil, but only of his success in reciting the lessons assigned. The teacher not unfrequently finds, at the end of a term or a year, that the one who stands highest according to the class-book is by no means the one whom he would himself select as the best scholar.

We do not mean to assert that these evils are the necessary attendants of the marking system. We believe that it may be used so judiciously as to be comparatively unobjectionable. But when undue prominence is given to the marks of the class-book, the most of the evils above mentioned will be found to exist in a more or less decided form. In order to avoid such results, we should recommend that the marks be kept for the use of the teacher rather than of the pupil; that, save in special cases, they be exhibited but seldom, once in a month or a term; and that little be said about the marks in the presence of the class. We would have the marking system, if used at all, kept in the background, and employed as a secondary and not as a primary force in the school-room. When thus employed it will accomplish all the good that it is capable of accomplishing, and it will be less likely to produce the evils that so often flow from its use.

**THE GRADED SYSTEM.**—That the graded system is perfect in every respect we are not disposed to claim. That it has less faults than any other yet devised we firmly believe. The faults that are some times complained of are rather the result of the way in which the system is administered than inherent in the system itself. Few of us would be willing to abandon it for the old method, the most striking feature of which was an entire absence of all method. The following summary of arguments for the graded system we take from a very sensible article in the Rhode-Island Schoolmaster, one of the best of our exchanges:

1. It is adapted to the wants of the majority. 2. It is methodical. 3. It presents topics when the mind of the child is prepared to receive them. 4. It does not allow the pupil to advance before he is ready. 5. It is impartial—there is little room for favoritism under it. 6. Supervision—the great need of all schools—is essential to its existence. 7. Discipline is much easier where pupils of similar age and qualifications are classed together. The same conditions greatly favor a spirit of healthful emulation. 8. It economizes time by classification. 9. It economizes money by classification. 10. It may be made thorough as far as it goes—made to give symmetrical culture. 11. It does not more indiscriminately bring the extremes of society together than the street, or the lecture-hall, or the railroad-car, or the church, even. 12. It leaves no one undecided. Both teacher and pupil know what is expected of them. 13. It affords the constant incitement to effort of prospective advancement.

**RULES OF STUDY.**—The following rules of study, attributed to Professor Davies, the mathematician, we find going the round of our exchanges. They are all good, but we fear that few of us observe them. The last, in particular, ill accords with the views of those who seem to regard education as nothing more or less than a smattering of a great many subjects. The man who knows 'every thing about something' may, indeed, lack in Yankee versatility, but we are disposed to think that he is quite as well fitted to serve his generation as the one who knows 'something about every thing'. "1. Learn one thing at a time; 2. Learn that thing well; 3. Learn its connections, so far as possible, with all other things; 4. To know every thing about something is better than to know something about every thing."

**ANNUAL REPORTS OF PRINCIPALS.**—It will be remembered that, at the meeting of the School Principals in Chicago, two years ago, a form was adopted for a yearly, as well as a monthly, report of schools. As the time has arrived for the publication of these yearly reports, we give below the rules adopted by the School Principals' Society. These reports, as will be seen, embrace items of great interest, and we hope that we shall have a full list for the August Teacher. Let the principals and superintendents of the state forward to us these items at as early a day as possible.

1. Whole number of children of school age. 2. Whole number of different pupils enrolled. 3. Number of male teachers. 4. Number of female teachers. 5. Highest salary paid male teachers. 6. Lowest salary paid male teachers. 7. Average salary paid male teachers. 8. Highest salary paid female teachers. 9. Lowest salary paid female teachers. 10. Average salary paid female teachers. 11. Salary of superintendent. 12. Cost per pupil for tuition. 13. Entire cost per pupil. 14. Average number belonging. 15. Average daily attendance. 16. Per cent. of attendance. 17. Number of tardinesses. 18. Number of days' absence. 19. Number of weeks of school.

The following are the directions for finding the cost of tuition and entire cost per pupil: The cost of tuition per pupil shall be found by dividing the amount paid to teachers and superintendents by the average number belonging. The entire cost per pupil shall be found by dividing the entire expenses of the school—including the amount paid to teachers and superintendents, the amount paid for fuel, ordinary repairs, and other contingent expenses, also the interest at six per cent. on all permanent investments in buildings, grounds, apparatus, etc.—by the average number belonging.

A PERVERT.—The Advance has gained one proselyte to its new faith. He lives in Minnesota, his name is W. W. Payne, and, by some mysterious dispensation of Providence, he is editor of the Minnesota Teacher. We hope he will not share the fate of that proselyte of the scribes and Pharisees mentioned in Matt. xxiii: 15. We congratulate the Advance upon its success, but we can not help pitying the teachers of Minnesota. Now that our knight of La Mancha has secured the services of a valorous squire, it only remains for him to mount his Rosinante and set forth upon his chosen mission.

SOME PROVISIONS OF THE NEW SCHOOL-LAW.—We have received from Superintendent Bateman two important circulars,—one entitled *Natural Sciences in the Public Schools*, and the other, containing thirty pages, entitled *Notes on the New School-Law*. As these are too voluminous to be published in full in our pages, we present the following abstract of those subjects which we have thought would be the most interesting to our readers.

The educational duties of county superintendents remain as they were before, but the duty of visiting schools is conditioned upon its being "so directed by the county board." This restriction, however, does not apply to county superintendents in office at the time of the first meeting of the twenty-seventh general assembly. Any school-director failing to perform his duties as director may, after due notice has been served upon him, be removed by the county superintendent, and a new election ordered. After the next election of county superintendents, any county board may, at its option, appoint two assistant examiners to act with the county superintendent in the examination of teachers. If no such appointments are made, the examinations are left in the hands of the superintendents. No teacher can receive a first- or a second-grade certificate without sustaining a satisfactory examination in the elements of the natural sciences, physiology, and the laws of health, in addition to the common branches. Upon the written request of at least two directors setting forth that they are unable to procure a teacher qualified to teach the additional branches required by law, a provisional certificate, valid only in the particular district whence the request emanates, may be granted to applicants who are not prepared to pass an examination in these additional branches. Graduates of county normal schools are entitled, under certain conditions, to receive a first-grade certificate. County superintendents hereafter elected are to receive as compensation three per cent. commission upon the amount of the sales of all school lands or other lands; two per cent. commission upon all sums distributed or loaned out by them for the support of schools; and for all other duties required by law to be performed by them, for such number of days as may be designated by the county board, the sum of four dollars per day.

The stated annual election of trustees of schools (except in townships whose

boundaries are conforming with those of the civil towns) is on the second Saturday in April, and all other elections of trustees must be held on some Saturday. The qualifications of voters are the same as those required at a general election. A high school may be established in any township whenever the people of such township vote in favor thereof, or two or more adjoining townships may unite in establishing a high school.

Township treasurers must make their report in writing, at the regular October meeting of the board.

The annual election of school-directors must be held on the first Saturday in April, and all elections to fill vacancies must be on some Saturday. All distributable funds are to be apportioned to school-districts on the census of children under twenty-one years of age. Directors are authorized to "grant the temporary use of school-houses, when not occupied by schools, for religious meetings and Sunday schools, for evening schools and for literary societies, and for such other meetings as the directors may deem proper." An annual tax of not more than two per cent. for educational purposes and three per cent. for building purposes may be levied for the support of free schools. School-directors can borrow money on the credit of the district only "for the purpose of building school-houses, or purchasing school-sites, or for repairing and improving the same." The sum borrowed in any one year shall not exceed (including existing indebtedness) five per cent. of the taxable property of the district. The school age is from six to twenty-one. Directors may continue their schools nine months without a vote of the people; upon such a vote, they may continue them still longer. They must have at least a five-months school each year. Uniformity of text-books in any given school is to be strictly enforced. Text-books can not be changed oftener than once in four years. Every public school in the state shall be for the purpose of instruction in the branches of education prescribed in the qualifications for teachers; but the directors may prescribe other branches, including vocal music and drawing. The voters of the district may also instruct the directors to introduce other branches, and the directors must obey such instructions.

The salaries of teachers are made payable monthly, and if not paid when due, interest at the rate of ten per cent. per annum may be collected.

On the first Saturday in April, 1873, in any district having a population of not less than 2,000 by the census of 1870, and not governed by any special act in relation to free schools, there must be elected a board of education, who shall be successors to the directors of such district. Said board shall consist of six members in every such district of 2,000 inhabitants, and three additional members for every additional 10,000 inhabitants. The school month is fixed at twenty-two school days actually taught. The school year begins on the first day of October and ends on the last day of September. All school-officers and teachers are strictly forbidden to have any pecuniary interest in the sale, proceeds or profits of any book, apparatus, or furniture, used or to be used in any school in the state with which such officers or teachers may be connected. No school-funds or school property of any description shall be used for sectarian purposes, or to aid in supporting any school or institution of learning that is under the control of any church or sectarian denomination.

The new school-law provides that no teacher shall be authorized to teach a common school who is not qualified to teach the elements of the natural sciences, physiology and laws of health, in addition to the branches previously required. It is made the duty of the state superintendent to designate which of the natural sciences shall be chosen, and to what extent the examination in these shall be carried. Accordingly, he has selected the following branches, and has prepared, for the information of the teachers of the state, a brief outline of the requirements in each.

*Physiology and Hygiene.*—The elements of physiology comprise, 1, the mechan-

chanical system, consisting of the bones, joints, and muscles; 2, the nervous system, including the brain, spinal marrow, nerves, and organs of sense; 3, the re-pairing system, embracing digestion, circulation, respiration, absorption, and secretion.

The elements of hygiene, or laws of health, comprise, 1, air and health; 2, water and health; 3, food and health; 4, clothing and health; 5, exercise and health; 6, mental hygiene, or the relations of mind and body.

*Botany*.—The elements of this science are all comprised in the structure, characteristics and functions of root, stem and leaf; flower, fruit and seed. To a general knowledge of these six fundamental and all-comprehending branches of the subject should be added the principles of classification and nomenclature, the methods of study, and some practical acquaintance with the flora of the state, or at least of the county in which the teacher resides or teaches.

*Zoölogy*.—An elementary knowledge of zoölogy, or natural history, must embrace the chief distinguishing characteristics of the four grand divisions of the animal kingdom—vertebrates, articulates, mollusks, and radiates; also, a general knowledge of the five classes of vertebrates—mammals, birds, reptiles, batrachians, and fishes, with the principal orders of each. Of articulates, special attention must be given to the class of insects, and its chief subdivisions.

*Natural Philosophy*.—In this science, the applicant for licensure must have a clear understanding of the general and specific properties of matter, and of the elementary principles of attraction, pressure, motion, the mechanical powers, sound, light, heat, and electricity.

ILLINOIS STATE TEACHERS' INSTITUTE.—The annual session will be held at the Normal University, beginning Tuesday, August 13th, at 8.30 A.M., and continuing three weeks. Lectures by N. Bateman, LL.D., J. M. Gregory, LL.D., and Robert Allyn, D.D. Special emphasis will be laid upon the studies required by the new school-law. Instruction will be given by Prof. W. B. Powell, of Aurora; Prof. D. C. Taft, of the Industrial University, Champaign; E. L. Wells, Esq., Sup't of Schools in Ogle county; Prof. N. C. Dougherty, of the Morris Classical Institute; Prof. Aaron Gove, of the Normal Public Schools; A. H. Hinman, Esq., of Chicago; Miss Gertie Case, of Normal; and by members of the Normal Faculty. On Thursday and Friday, August 29th and 30th, Dr. Bateman will hold an examination for State Certificates. A careful study of Tenney's Zoölogy, Hooker's or Huxley and Youmans's Physiology, Hotze's Physics (small book) or Cooley's Natural Philosophy (small book), Steele's Fourteen Weeks in Chemistry, Gray's or Wood's Botany, will help you as a preparation for the institute. Any recent books on any of these subjects will answer the purpose. It will be best to emphasize the elements. An admission fee of three dollars will be charged, to meet the expenses of the institute. Board in private families ranges from four to five dollars a week. There are abundant opportunities for renting rooms and for self-boardings. Most of Miss Case's work will be given in connection with a class of small children.

#### INSTITUTE DAILY PROGRAMME.

*Morning.—Joint Session*.—8.30, Devotions. 8.40, *Animals*, W. B. Powell. *Needs of our schools*, E. L. Wells. 9.20, *Penmanship*, A. H. Hinman. *Mental Science*, R. Edwards. 10.00, *Singing*, J. W. Cook. Recess. *High-School Section*.—10.30, *Algebra*, Thos. Metcalf. *Geology*, D. C. Taft. *Chemistry*, Dr. J. A. Sewall. 11.10, *Classics*, N. C. Dougherty. *Gradual Schools*, Aaron Gove. 12.00, Dismission. *Grammar and Primary-School Section*.—10.30, *Primary Instruction*, with class-drill, Miss Gertie Case. *Botany*, Dr. J. A. Sewall. 11.10, *Physiology*, R. Edwards. *Reading*, J. W. Cook. 12.00, Dismission. *Afternoon.—Joint Session*.—2.30, *Natural Philosophy*, E. C. Hewett. *Composition*, A. Stetson. 3.10, *Physical Geography*, E. C. Hewett. *Drawing*, ——. 3.50, Miscellaneous—Queries, Discussions, and Business. 4.30, Dismission.

THOMAS METCALF, for the Committee.

AN INQUIRY.—In a very interesting recent work, we read of "An Act approved February twenty-six, one thousand eight hundred and forty-one," and of another

# ILLINOIS TEACHER.

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C U L T U R E .

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GRACE C. BABB.

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A CERTAIN phrase recurs to me—‘to spend and be spent in the service’,—which phrase seems, in a manner, to embody the creed of many most conscientious teachers, as if education were a kind of mental transfusion of blood. I do not know that there is any extraordinary virtue in needless sacrifice. I do not feel that the suicide merits the martyr’s crown.

In a sense, the work we do *is* the noblest work of the world. Being this, it employs us heart and soul, body and brain. But in another sense we are higher than our work: that is, in the necessary routine, our souls are cramped, our thoughts circumscribed. That which to the scholar is a portion of a spiral is to us a circle, in which, year after year, we revolve; an orbit in which the centripetal force grows always stronger through some mysterious failure of the centrifugal, till, at last, all motion, in however contracted a sphere, becomes fatal rest—death. But if the centrifugal force be not overcome, if the centripetal force be not diminished, then the life goes on in its symbolic circle, steadily, surely, as the planets in their paths among the stars.

The centrifugal force in a teacher’s life is a complex influence—general culture, a resultant of reading, of study, of travel, of society. Without it, the sphere of influence contracts daily, and a decade serves to reduce the average intellect to pigmy proportions. To use another illustration, if, in our old experiment of endosmose and exosmose action, we regard the instructor’s mind as the alcohol and the child’s mind as the water, it will follow, if we may consider the water as constant, which it is not exactly, that at the end of a somewhat variable

time the alcohol will be not alcohol, but a mixture which might equally well establish a claim to be called water,—unless, indeed, the alcohol be prudently withheld from a contact weakening to it and not of necessity strengthening to any thing else.

There was a stage in the history of public schools when the office of instruction was regarded as a more or less elegant sinecure, to be bestowed, as clerical livings are some times given, not because the place had need of the man, but because the man had need of the place. The school then was a mere appanage of the teacher. "We have changed all that," and many a teacher, in the change, has become a mere appanage of the school. The true relation is represented by neither of these, though it partakes of the nature of both.

It is pleasant to hear from those young in the work praises of their chosen profession; it is comforting to know that, for a time, they, at least, will press forward toward the mark of their high calling; but now and again there comes to us this professional cant of devoting one's life to the service, and all that, which to the earnest worker is only less obnoxious than is religious cant to the believer whose convictions reveal themselves in thoughts, in deeds, not in words. A true teacher is not to regard himself, in any sense, a victim, a missionary, or a martyr. He is the appointed or self-elected doer of a certain work upon which he may expend all his energies, while, insatiable as the daughters of the horse-leech, it cries continually for more; or, by a wise system of economy, he may gain while he gives, by securing for himself a wider culture. He who is a teacher and nothing else can not long be even a teacher. But he who is a man of outreaching sympathies; he who looks through the eyes of poets and of philosophers down to the depths of life, up to the heights of God; he who looks through artist eyes toward, into, the beautiful; he it is who spends but is not spent in the service.

But then the weariness of spirit and of flesh, after six hours' toil. A late writer has said that three hours of continuous mental effort is as great a drain, not only upon the mental but upon the physical organism likewise, as an entire day of manual labor. Does it not follow, then, that six hours of teaching are equivalent to two days of actual work? If so, what wonder that so many are spent in the service. What wonder that, with few leisure hours at best, and these few robbed of half their value because of exhaustion, the teacher abandons the attempt at individual culture, and is, contentedly at last, whatever his school makes him. Here is the struggle of the teacher's life. Culture is his sole safeguard; but culture seems to him only



possible after herculean efforts. He is like one dying of cold, conscious that the only hope of life lies in motion, yet quiescent in fatal languor. The advocates of fewer hours' instruction in schools say little of the teachers' need of mental rest. Probably they might make a strong argument just there; but, meanwhile, it is well enough that the instructor should in a manner reserve himself. His work is hard work, doubtless, never to be made easy by any neglect of duty,—that is not to be thought of,—but to be accomplished with as little drain as possible upon his life, to be wrought at with cheerfulness and with hope. No energy is to be wasted in fretting or other useless friction. The teacher stands in his place to do honest work,—honest to pupils, honest to himself, honest to God. Probably there will come to him few heroic moments; but there will come long days, long years, when, discouraged often and sore perplexed, he must drink in new inspiration from greater minds that he may even hold his own; when he will have need of all his culture to echo, however faintly, Sidney's grand confession of faith, "I think a wise and constant man ought never to fear while he doth play, as a man may say, his own part truly."

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### THE FALLING INFLECTION.

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MUCH of our early instruction in inflections might be summed up in this wise: "Let your voice fall at a period and an indirect question." This was as inviolable as the laws of the Medes, and he who presumed to give the falling inflection anywhere else would be criticised as he would who dared 'do a sum' in any other way than 'as the rule says'.

Most teachers have made a departure from this primitive custom; but there still remains a power in the falling inflection, known to elocutionists, which very many fail to acquire in their school reading. We all recognize this want in almost every reading class, and among our public readers and speakers.

I knew a captain in the army who gave his commands with a rising instead of falling inflection upon the executive word, as: Forward—march! Right—face! He failed in securing promptness in drill and good discipline in his company. I have heard it said that a woman controls a runaway horse better than a man, simply because she uses the falling inflection in talking to him. Many a parent and

teacher can trace his failure in government to his inflections. If the reply is given, 'No', I guess not', the impression is one of indecision, which gives the inquirer an advantage; but a firm 'no' decides the matter.

The spirit of indecision and uncertainty shows itself in the answers given in too many of our schools, and even teachers' institutes: for instance, "Six times six are how many?" "Forty-two'." "What is the capital of Illinois?" "Springfield'." The impression is one of doubt, and the answer is in effect a question. The falling inflection has a power in emphasis, that we ought not to lose sight of in our schools. The following sentences, read with and without the falling inflection upon the italicized words, will illustrate this point:

"And before us glowed

*Fruit, blossom, viand, amber-wine and gold.*"

"I *command* you to do it." "He seemed, some how, to *study* Augusta Hare." "Horace *Greeley* is nominated for President."

Now, fellow teachers, let me urge you to make an earnest acquaintance and firm friend of this Falling Inflection, so that you may call in his aid in promoting discipline, emphasis in reading, and decided answers to questions.

II.

*Princeton, Ill., June 15, 1872.*

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## ERRORS IN SCHOOL-BOOKS.

C. H. MURRAY.

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IN defense of the educational interests of the country, there should be a high court of criticism and condemnation kept in constant session to pass upon the merits and short-comings of the multitude of school-books with which publishers are afflicting an innocent public. Many of these books, even some that are considered standard, abound in errors, both in the language and in the facts that the authors attempt to state. It has come to pass that the merest quack or tyro seizes a pen and scribbles off a work in thirty days on some subject that requires the experience of years clearly to comprehend. And he never fails to place A.M. or A.B. to his signature, as the sign-manual of his ability to do the subject justice; but a close examination often reveals the fact that the capitals appended should have been ASS.

A work placed in the hands of pupils should be free from errors. It is quite possible to make it so, if the author understands his subject and is industrious enough to make the necessary revisions. Any thing short of correct should be most severely censured. But in the present time a school-book can hardly be written so badly that the testimonials from every part of the country will not pour in expressing a universal joy that the thing has at last been attained, and that it is sweet perfection and altogether lovely. Who is to blame for this state of things? The teachers—excuse me for being so vulgar; I should have the said, the professors. If the professors, then, would teach authors that it is dangerous to be wrong, we should soon have a reform.

Without intending to discriminate against any authors or publishers, permit me from the pile of books on my table to cite a few errors.

*“Reduction* is the process of changing the denomination of a number without altering its value.”—*Ray, Robinson, Quackenbos*, and several others. A greater absurdity than this could hardly be put in an arithmetical definition; yet *Ray* has repeated it for a quarter of a century, and others have copied. The thing is impossible. You can not change the denomination of a number *without* changing its value. If the word *quantity* is used in stead of number, the definition will answer.

Now that we are to study animals, we should not be led astray about their habits. In speaking of the humming-bird, Tenney says, in his *Natural History*, “Their nests are woven into a cup-shaped cradle, and placed upon a branch of a tree *not many feet from the ground.*” Although humming-birds are plentiful, very few persons ever see their nests, simply because the above statement is *not true*. The humming-bird, although so small, builds high up, rarely lower than fifty feet. I once found a nest in the top of a white-oak fully ninety feet from the ground. I know of two other nests being found, either of them higher than sixty feet. The variety, in each of these instances, was the red-throated humming-bird. Joe Martindale, who puts M.D. to his name, is to edit a work on *Natural Philosophy*, and sends out advance sheets. It is to be based altogether on the double-machine plan, the questions being placed in one line and the answers immediately below. This obviates the necessity for any thinking on the part of the pupils, and relieves them of a great burden. Dr. M. asks: “Does the sun remain in one place in the heavens? *Ans.* The sun does remain in one place.”(!) Again: “Can we tell the

color of any object by touching it? *Ans.* No; we must see it in order to tell its color."

(Now mark you while Benj. Franklin raps.) "*How do we know this?*" *Ans.* If there are two coats, one blue and the other black, we can not tell which is the blue one, or which is the black one, by feeling them." What a beautiful demonstration could be made on this. A teacher could strip two boys of their coats (provided there were two present who had on garments of the requisite colors), and as the class defiled before them (the coats), with their eyes shut, they could soon be convinced why we can not tell the color of any object by touching it. In another part of the work we find this important information: "How may a see-saw be made? *Ans.* A see-saw may be made by placing a board or a plank across a rail in a fence, so that it will balance." Is not this the last remove toward puerility?

As an instance of the loose manner in which language is employed, we find in Guyot's excellent Elementary Geography the following: "No part of the earth has a more fertile soil than Brazil; and none has so great forests. Great numbers of monkeys, and bright-colored birds, live among the branches of the trees, and immense snakes swing from them to catch the animals which are their food." Which do the snakes swing from—the monkeys, birds, or branches? And whose food, pray?

This is more than sufficient. Let us have a few faultless school-books. By all means, do not make the text-books the medium for the propagation of error.

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### THEY THINK ; BUT HOW ?

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THE grand leading idea in New England as to the purpose of its schools is that the children are to be taught *to think*. Now this would be a laudable position if any discrimination were exercised in regard to the *kind* of thinking to be expected from the children; if it were modified in application so as to correspond with the degree of their maturity. Certainly every scholar should be taught to think. No school work should be mechanical rote-work. The child not yet two years old has done a vast amount of thinking, that will have a bearing on its whole lifetime. Every word that is understood is a symbol

of thought. The room of even the youngest class in a primary school should be all aglow with the activity of interested, eager thought.

But the thought natural to a young child is very different from that which is normal to the adult, in *kind* as well as in *degree*. So, when infancy has developed into youth, we have still another kind of thought, wider in scope than that of the infant, narrower than that of maturity. The infant exercises the thought which accompanies the *perceptions* only. The youth superadds the thought which belongs to the *conceptions*. Only the adult mind can deal normally with pure *abstractions*.

It is true, the youth generalizes; but his generalizations are only in connection with sensible objects, while the mature mind reasons also from immaterial conceptions.

Now the demand of New-England public opinion that our scholars must be taught to think wholly ignores these stages of mental development, and expects children in grammar schools to go through processes of *abstract* reasoning just as readily and logically as through processes of *perceptive* or *conceptive* reasoning. And because such a demand violates the ordinations of nature, it proves in good part, as it ought to prove, a failure. Here, for instance, is a teacher who, in conformity with what she holds to be the most enlightened public opinion, is ceaselessly striving to lead her pupils to think; and she endeavors to obey the popular injunction, not to consider any lesson well recited until the class can intelligently explain every step of the process it involves.

Let us suppose the subject of arithmetic to be before them. She thoroughly analyzes every abstraction as it claims attention in the order of progress. She labors and labors, explains and reexplains. She has given to arithmetic, in the first place, more time than to any other study, and she has given to efforts to make her scholars understand its processes, as they have been taken up successively, three quarters of the time allowed to the subject. And after she has thus done her best, let but an interval of a few months pass by, and one of these abstractions be recurred to in review, how many will be found to possess a clear, intelligent apprehension of it? *Not one quarter*, as a majority of the teachers believe; *not one eighth*, as many of them insist! The explanations have fallen lifeless against the blank dead walls of the scholars' incapacity, because nature has not created them to understand abstractions at such an age. This is true in good measure of even the Fifth Class, the oldest in the grammar schools, and

whom I except from the scope of these remarks, as being mature enough for some degree of training in the field of abstract reasoning.

So it is with the same line of effort in all other connections: the logic of grammar; the philosophy of history; the explanation of the abstruser facts in mathematical geography; and whatever exercises scholars may be put upon in order to train the thinking faculty into power. No results ensue to justify the time and effort lavished to secure them; while it is all at the expense of the necessary elementary training. This is a pernicious mistake. It is productive of most damaging consequences. It is sending such scholars as may end their school life in the grammar schools out into the world thoroughly trained in nothing whatever, and miserably prepared for practical life. They have acquired, in a true comprehensive sense, neither elementary knowledge nor elementary skill.

Sup't HARRINGTON, New Bedford, 1872.

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## SCIENCE EDUCATION.

X

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PROF. A. J. KEMP.

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[From *The School*, Ypsilanti, Mich.]

THE attempt to teach science from text-books, merely, is not to be thought of in elementary schools. The only true way to interest young minds in such subjects is to teach them with the living voice, and by objects and demonstrations. In order to this, the teacher must be familiar with the sciences he aims at teaching.

What, then, can be done to prepare teachers for this needful department of instruction? Manifestly, such a work devolves on normal schools and colleges. Such institutions should teach their students, in the departments of science, both what and how to teach. By competent and earnest professors this might very soon be done. Our student-teachers are, for the most part, ready and willing to receive any amount of useful learning, and there is nothing which, under competent instruction, they may so soon acquire as a knowledge of natural science. But if this is to be attempted, the scientific training of teachers must take a higher place in the course of normal and collegiate studies than it does at present. The sciences must not be pushed into

corners or shoved over as trivial: they must be allowed their fair share of time and attention; other studies must not crowd them out.

The educational department of the British government did recently, at the instigation of Professors Huxley and Tyndall, a very wise and good thing: they invited about thirty of the best teachers from different parts of the country up to London to spend six weeks, five hours each day, in practical scientific work, under the supervision of such men as Carpenter, Lankester, Tyndall, and Huxley. The object was to fit them to become competent scientific instructors. They were provided with microscopes, instruments, and objects for demonstrations in botany and geology. First they were told what to do and how to do it, and then were set to work for themselves under the eye of their skillful teacher. They were also required to make drawings of every object which they investigated, and to make a daily report of the work done. At the end of six weeks they were examined by written questions, [the answers to] all of which were found to be highly satisfactory, and some were specially good. Yet, not a tithe of these teachers had ever seen a microscope before, and not one of them knew how to work it. Of dissections of animals or vegetable tissues they knew nothing: but, such was their progress in that brief space of time exclusively devoted to these studies, they returned to their homes rejoicing at having acquired such practical knowledge of scientific manipulation and work as to fit them to teach others and to make still further advances in knowledge. These teachers now form centres of light, and will doubtless be the means of awakening a wide-spread interest in scientific studies. Why could not we do something of this kind in this state? A moderate appropriation by the legislature would accomplish it. The Normal School at Ypsilanti might be the appropriate theatre.

We have not much prejudice to encounter in framing our courses of school and college instruction so as to accomplish these great ends. The classics have never got such a hold of us as to cramp our minds or lead us to neglect the useful sciences. We are rather disposed to give classics a too subordinate place in the training of the young than to exalt them to the highest rank among studies. On this ground, therefore, nothing hinders us from introducing, if we will, natural science as a regular department of our school and college studies. The older eastern universities are wisely taking the lead in this laudable work. Their schools of technology are second to none any where in the world. Other colleges are following their good ex-

ample. Science has nothing to fear, but every thing to hope, from our colleges and universities.

But when we turn from the colleges to the elementary schools, here difficulties present themselves which it will take time and wisdom to overcome. Between these schools and any colleges there is manifestly a wide gap. In most instances, when the schools are done with a pupil, and he has passed through all their grades, he finds a considerable gulf hindering his access to the higher seats of learning. When, too, he begins to reckon up the gains of his past twelve or more years of study, he finds that he has very little on which to congratulate himself. He can doubtless read and write, and cipher somewhat. Of the United States he may know something, but of the world at large not much. Of physical geography he may have heard a little, and a little, too, about the sun, moon, and stars; but, practically, both the earth and the heavens are to him 'regions unknown'. Of geology, zoology, botany, chemistry, and, it may be, physics, he knows little more than the names; and of a knowledge of the languages of other nations he is in most cases as innocent as a child.

What, it may be asked, has the youth been doing, all these twelve or fourteen years? What mental culture has he been receiving to fit him to take his place among the thinkers and workers of these times? He has gone through, it may be, ten or twelve grades of classes, and he has used up four or five kinds of readers and grammars and arithmetics, and he can likely do something, if not in writing and spelling the English language with propriety, at least in reckoning up figures and fractions of dollars and cents. If these accomplishments are of any value, as doubtless they are, then he may reckon on having got so much as the result of his youthful labors. As for habits of close attention or persistent study, or as to the elements, even, of a higher course of culture, these he has yet to get.

Why this misuse of precious time? Can not the diligent youth get something more than what the elementary schools now afford him in exchange for his precious time? Surely, it is possible to acquire all that he has got in a shorter period of time. Why should so many of the best years of his life be spent in acquiring so little? Can no place be found in the course of his studies for the introduction of the natural sciences? We modestly ask the question. If there can not, then we are in a bad way.

It will thus appear that merely commercial elements monopolize



the schools. It is with commercial studies, and not with classics, that we have here to contend. They have the way, and hinder the progress of true science. The schools are rigidly graded almost exclusively in the interests of commercial culture. They require so much commercial work to be done, so many commercial text-books to be got through or over, and about so much commercial cramming for examination exhibitions. Hence it is that little or no room is left for instruction in science. This whole matter requires revising and reforming. Our elementary schools must be made to teach, in some thorough way, at least the elements of the sciences. It is absurd to say they can not. The fact is, they both can and must do so, if we are to keep our place among the educated nations of the world. It is a mistake to suppose that children can not learn the sciences, or attain intellectual culture from them. Why, there is no science, when taught by a competent master, that is so difficult as are our grammars and our arithmetics. Then, too, what a valuable acquisition for life would be even the elements of the sciences to a pupil; and what fine culture, of the best inductive kind, what exercise of his observing and reflecting powers, would he derive from them! They would bring him into direct and familiar contact with beautiful, beautiful and wonderful nature, thus affording him enlarged and just conceptions of the universe in which he lives, and of which he forms an intimate part. No studies, indeed, possess such a charm for youth as do the natural sciences, or awaken in them so noble and intellectual an enthusiasm. Children, with their sharp eyes and insatiable curiosity, are indeed born naturalists. Nor would engagement in such studies hinder attention to other necessary branches of learning. It would rather be a help and stimulus to all other studies, and the means of lightening the labors of their acquisition.

Can not a convention of people interested in science-education be called together to discuss questions pertaining to it, and to devise plans for its general introduction into our schools? Some outside influence is manifestly necessary to compel the attention of the educators of our youth to this matter. In every village, town, and city, we have splendidly-equipped schools, that are justly the pride of the state. They are, too, doing good work as far as it goes. What is wanted is to bring these institutions into harmony with our colleges and to make them not merely the nurseries of commerce, trade, business, but also of science and of literature. Who will begin this much needed reform?

PRACTICAL SCHOOL QUESTIONS.

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IN the June number of the American Journal of Education, Sup't Harris, of the St. Louis Public Schools, presents some interesting extracts from Mr. Pickard's Report of 1871. We copy not only the extracts, but the complimentary paragraph introducing them.

## ANNUAL REPORT OF CHICAGO SCHOOLS.

It is, perhaps, known to the readers of this journal that when the great fire occurred in Chicago the new school report was just ready to distribute. About fifty copies had been given out. In the fire perished all the others, amounting to nearly five thousand, and it was with difficulty that a single one of the fifty distributed could be procured for the use of the Board of Education. On a late visit to that city, I was kindly permitted to read the one belonging to the board. Through the obliging assistance of a friend, I have obtained a manuscript copy of those portions of the report of Mr. Pickard of more general interest to educators. I know that the many teachers and superintendents of the West who have enjoyed, from year to year, the privilege of reading the Chicago report will be glad of this opportunity to see what Mr. Pickard says, in this and the following extracts from his report, on practical school questions. No one can visit the Chicago schools without seeing at every turn how much they owe to the wise and efficient management of their superintendent, who is, in the broadest and highest sense of that term, a Christian gentleman. No permanently injurious results could follow to the schools from a conflagration as great, even, as the terrible one of October, when reorganized under such teachers as Chicago possesses, and with such supervision.

W. T. HARRIS.

*Average Daily Attendance.*

The per cent. of punctual attendance has reached its maximum, and we can hardly, with reason, expect a higher rate.

Pupils will suffer from sickness, and the necessities of parents will detain others from school. High percentages of attendance are pleasant, and, in a degree, very desirable; but they are not the first in importance, and should not be the main object of labor upon the part of teachers. Punctual attendance is *one* of the first requisites to success on the part of the pupil, but it is not the *sole* requisite. Overanxiety to secure the presence of an absent pupil may lead to impertinent inquiries, sharp correspondence, and may result in loss of parental co-operation. It is fair to presume that most parents are interested in

the welfare of their children, and that they have good reasons for the detention of their children from school. On the other hand, the teacher's desire to know whether or not the pupil is detained with the parent's consent should convince the parent of the teacher's good intentions, and should secure a courteous reply. Neither parent nor teacher should be annoyed beyond what is incident to watchful care for the well-being of the child. There are good excuses for absence and for tardiness; and teachers, as well as parents, some times find it convenient to use them. Our institute records and our school records some times indicate to us that persistent demands for excuses might be annoying, and our right to ask forgiveness may depend somewhat upon our willingness to grant it. In this connection, I can not forbear alluding to the complaints frequently made of the effect of school work upon the health of the children. It is asserted that the children in our schools are overworked; and that, in consequence thereof, their health becomes seriously impaired. It is admitted that some pupils study too much. They are ambitious to meet the wishes of their parents, who love to witness rapid advancement, who are quite anxious to have the record made by their own children as good as that made by the children of their neighbors; or, it may be that they are physically incapacitated for confinement in the school-room, and, of course, should not be permitted to study at all, or, at least, under such rules as must be made to meet the wants of the very large majority of the pupils attending school. These cases are rare exceptions, and special provisions are made for them. In obedience to what seemed to be a felt want, the course of study in our high school was extended, so as to diminish the amount of work required for any one year. The demand, on the part of parents, for the privilege of shortening this course has been so general that its extension is likely to prove a nullity. Every effort made by school authorities to relieve pressure of study is met by persistent demands on the part of parents for more rapid advancement of their children. If a teacher would encourage a child to go more slowly, appeal is made to the superintendent, or to some member of the board, interceding for the more rapid promotion of the child. Cases of an expressed desire for the relief of the child from burdens are extremely rare (I can recall but one such during the past year), while complaints that children are kept back in their studies may be numbered by scores. A little careful observation has convinced me that our schools are some times made to bear the sins of overeating, undersleeping, and undue excitements. That the mind of the child may work naturally, the body must be in good con-

dition. Any young lady who spends one or two nights each week in attendance upon such proper amusements as church fairs and festivals, robbing herself of two or three of the best hours for sleep, will be pretty sure to find a headache in her arithmetic the next morning, if she does not carry it to school with her. The excitements incident to a juvenile party may wear off the next day, provided the mind and body rest in utter idleness; but if a little study is required, the doctor may be summoned, and it is much pleasanter all around if he can find in geography, rather than in an ice-cream or oysters, the cause of the complaint. This does not remind the parent of any little neglect or careless indulgence, and the teacher is so far away that he can not reply to the charge. But, in the main, I believe the children in our public schools are as healthy as the same number of children that can be found out of them. The physical condition of all our pupils is in marked contrast with that of pupils in other schools it has been my privilege to visit.

While I do not think the amount of work required of pupils excessive in the gross, it has been my aim to bring teachers into a proper appreciation of the fact that all days are not alike, and that a thorough study of their own mental states will enable them to make a proper assignment of tasks to their pupils. There are days when the work of three or four other days may be done without injury. There are times when a little overpressure may do incalculable injury. Teachers need to study the physical condition of their pupils, that they may know whom to push, whom to restrain—when to load, when to relieve of burdens. A little more considerate administration of school matters, aided by more judicious influences, will keep pupils in ordinary health.

#### *School Discipline.*

In all matters pertaining to the well-ordering of the affairs of the school-room, there has been, during the past few years, a steady and gratifying improvement. Those who are conversant with similar schools elsewhere give us credit for superiority. Rigid restraints have given place to natural allurements. Teachers have come into closer relations to their pupils. The frigid manner of the overseer has been displaced by the sympathetic tone and look of the friend. School manners are more like society manners. Quiet activity pervades nearly all our school-rooms: there is not death-like stillness, which some still fancy to be the perfection of order, but a more natural and quiet business air. Teachers are themselves more easy in their movements, more natural in their tones of voice, and more considerate in their requirements. As a matter of course, pupils are more obedient,

and more devoted to their work. More has been made of the virtues of children, and less account taken of their faults. Teachers have learned that the cultivation of a good habit, carefully guarded and studiously approved, does more toward the improvement of the pupil than constant lopping-off the branches of an evil habit. The consent of the pupil must be secured before any evil habit can be successfully eradicated; and this consent is given only to those who have the pupil's confidence. This confidence is first to be won, not by blind submission to the pupil's will, but by firm and consistent adherence to right, with an intelligent regard for the rights of the pupil. Such confidence has been the reward of most of our teachers. Many have learned that flank movements are often the most successful, while a few, coming up rashly in the face of the enemy, have been worsted. Most know that it is easier to avoid a collision than to repair damages when a collision has occurred. In the very large majority of cases, pupils enter school loving, and anxious to be loved; trusting, and eager to be trusted. They place unlimited confidence in their teachers, and are shocked if they find their confidence misplaced. To this general statement there are, of course, exceptions. It is hardly to be expected, in a large city, that some 'roughs', of tender years, should not appear. Home influences are not always in favor of good order, and the teacher must often overcome directly adverse influences on the part of parents, before the child can be taught obedience. Our motto has been *A Maximum Degree of Order with a Minimum Exercise of Force*. Under the influence of this motto, objectionable methods of punishment have been less and less frequently resorted to.

Our school attendance now numbers three times what it was seven years ago. The number of cases of corporal punishment is but one-half what it was seven years ago. In seven years the necessity for five cases out of six has disappeared. For each day of the past year we have had nearly 30,000 pupils in school; the average number of cases of corporal punishment has been but 15 per day, or one case for each two thousand pupils. If any teachers in the United States can dispense entirely with the use of the rod, the teachers of Chicago can do it. Rapid strides have been taken toward its disuse, and we are all looking earnestly for the good time coming, when there shall be no necessity for the exercise of any other restraints than those usually denominated moral restraints. Civil society has not yet reached this point, and bonds and imprisonments await many violators of law. Physical restraints and the infliction of physical pain are recognized means of correction in the family and in the state. The schools should serve an efficient purpose in saving the necessity of either.

THE NEW EDUCATION.

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AMONG the many signs of the times which speak to us of advancing civilization and of brighter days for humanity, of nobler aims and purer governments, none can have greater significance than the increased interest in the higher learning. Never did the halls of our older colleges and universities resound with the tread of so large or so eager crowds of students as to-day. Scarcely a month passes but that we hear of some wealthy man or woman founding a scholarship or a professorship, or remembering their alma mater in a magnificent building or endowment. And to what nobler end can they devote their wealth? If they wish to benefit mankind, all history proves that by education the only permanent results can be obtained. If, actuated by the desire that seems to be innate in the human mind, they wish to be remembered by future generations, there is no way at once so easy and so inviting as this. The names of Yale and Judd and Vassar and Cornell will be known and revered long after those of Rothschild and Vanderbilt and Stewart shall have passed into oblivion.

But, not only do the older institutions seem to have awakened to new life, but new ones, giants at birth, are arising around us. What splendid possibilities Vassar College opened to the young women of our country. With a course of study equally difficult with that of any college in the land, with its laboratories and observatory and extensive geographical cabinets, it presents a splendid contrast to the usual *fashionable* female seminaries. Its success stands as a living contradiction to the bigoted assertion that woman's intellect is inferior to man's. The prosperity of such institutions gives us some hope for the future. For, if the wives and mothers of our country are weak-minded and frivolous, caring for nothing but fashion and show, can we hope that they will train up noble-minded and earnest sons and daughters? If, however, they are educated so as to be earnest and thoughtful, to know and feel how grand a thing it is to live and do one's duty, what may we not hope for in the future? But, while the trustees of Vassar College were providing so bountifully for the mind, they were not forgetful of the body. All suitable physical exercises are provided for, one entire building being devoted to athletic purposes.

All great changes, whether they be in politics, religion, or systems of education, are met by fierce opposition from a conservative world. And this is as it should be. New systems and ideas should be rigidly examined and tested before being received.

The rise of the 'New Education' in this country, like that of the Greek learning among the western nations after the fall of Constantinople, has been stoutly opposed both by priest and politician, from motives both of inclination and interest, of hate and honesty. The wonderful progress made in the last few years in all the sciences, their utility and almost universal application to manufacture, art, and the common operations of life, as well as the broad and liberal views which the institutions of our country naturally engender and foster, led to the idea that the old method, so tenaciously clung to, especially by our American colleges, of having one course of study, upon which all their funds and energies were expended, and within which all students must be confined or forego the advantages of a college education, however widely their tastes or genius might differ, did not either afford the highest culture or provide for the greatest usefulness. Since, also, those mighty powers, steam and electricity, have done away, to a great extent, with the old isolation of countries, have broken down the barriers of time and space which so completely separated nation from nation, in stead of boasting, as the nations of the past have done, "I am a Roman" or "I am a Spartan" or "I am an Englishman", we are approaching that happy day, the dawning of which is even now visible, when, united in the universal bond of friendship and fraternity, our proudest boast shall be—"I am a man."

The intermingling of nations and interests brought with it the necessity, to all business men, of understanding the more wide-spread of the modern languages, such as French, German, Spanish, etc. To literary men, the language of Goethe and Schiller presented too wide a field of literature, covered with gems of poetry and prose, to be passed by unnoticed; to scientific men, that of Descartes and Laplace contained mines too rich in investigation and discovery to be left unworked.

These, then, with the sciences, it was claimed should be more fully introduced into our colleges and universities, making the study of them, as well as that of the ancient languages, a matter of option with the student; thus giving a wider range to the intellect, and allowing the student to choose as interest or inclination might prompt. The student, too, was to be regarded as a man, the equal and friend of the professor. The petty police system, together with that scarcely less puerile marking system, which tends to crush out all desire to search for knowledge for knowledge's sake, was to be abolished. In short, the idea was to introduce the plan of the great German universities, adapted to American institutions and to the requirements of American students.

The 'New Education' was ably and hotly discussed in educational journals and literary magazines. Fiercely was it denounced in pulpit and college-hall. Little by little, however, it gained its ground. Scientific courses were introduced into many colleges; but they met with little favor, nor were their students or graduates looked upon as equal to those in the time-honored 'Classical Course'. The new system was opposed by many good men and true, either from a reluctance to part with old customs, or from that utterly false idea that science and religion are irreconcilable enemies. We can never get rid of seemingly disagreeable facts by shunning or attempting to suppress them. Better meet them, investigate them, and if true, accept them.

Science and Religion should be collaborators in the field of God's great Universe: the one cultivating the material, the other the spiritual. It is vain to attempt to withstand the progress of civilization, or to put out the light that Science has thrown around what was hitherto veiled in darkness. One by one, the old superstitions and errors which cling to church and state are left behind in the onward march, and fade in the mists of the past. One by one, new truths gleam upon us from before, just as new stars appear to the astronomer, out of the depths of illimitable space, as he increases the power of his telescope. Faintly at first we see them, shrouded in doubt and uncertainty, then in all the clearness of a proved and accepted fact.

Foremost among the institutions adopting the new system of education stands Cornell University, at Ithaca, N.Y. It was founded by the common munificence of the General Government and a private citizen of Ithaca. After considerable delay, necessarily attendant on the founding of a great institution, in the fall of 1868 its halls were thrown open for the reception of students, and a freshman class of about three hundred entered, besides quite respectable numbers in the upper classes from other colleges. The declaration in the first catalogue, that it was to be governed by no sect, and that no professor or student was to be either accepted or rejected on account of his religious opinions, brought down a storm of opposition upon it from a considerable part of the religious press, and gained for it such epithets as 'infidel', 'sceptic', etc. But the old saying is that truth will prevail, and those pigmy shafts glanced harmlessly from her shield. Cornell has gradually gained ground, and now stands in the foremost rank of American colleges.

The plan of the University is to furnish the best instruction in *all* the higher departments of learning at as low a price as possible. In her faculty, which numbers over forty, are included men of such world-wide fame as Goldwin Smith, Louis Agassiz, James Russell



Lowell, and Bayard Taylor. The regular courses are modern, but great liberty of choice is allowed to the students. The new course in literature is destined, I think, to become the most popular one in the United States. It is designed especially for students intending to adopt the profession of journalism or the law, and is adapted to the wants of a large class of students who do not want to neglect the ancient languages entirely, and still do not feel like spending two or three years in their study after entering college. Attached to the College of Agriculture is a farm of over two hundred acres, with barns and other buildings. Here many students work, and thus partially support themselves. In connection with the Sibley College of Mechanic Arts are workshops fitted up with suitable machinery, in which working models in wood and metals will be made, to illustrate the principles of mechanics and the movements of machinery; also, a roomy printing-office, furnished with improved power-presses, where the university printing is done and a weekly paper is published by the under-graduates. In this office many students are able to do much toward their support. The library numbers at present about 10,000 volumes, and will soon be placed in the magnificent new building erected for it at a cost of about \$100,000.

At the last meeting of the trustees, the offer of H. W. Sage, of Brooklyn, to give \$250,000 to the University on condition that women were to be admitted on the same footing as men, was accepted. A splendid building for their use will be commenced this spring. The entire endowment of the University amounts at present to over a million and a quarter of dollars. With her immense endowment, her large and able faculty, the eager crowds of students that throng her halls from all parts of the world, and, above all, her broad and liberal principles, we may safely predict for her a long and useful career.

J. W. B.

## F O R C E D   G R O W T H.

THE great fault of educators, whether parents or teachers, is that they do not recognize the human nature of the child, or, rather, they do not sympathize with it. All the leading elements of character are given to be guided in their own free development; not to be warped or trained according to the desires or whims of parents. To watch the growth and prune overgrowth is one thing; to forcibly change

the direction of growth is another. From the infancy of the child, it should be the business of parents to watch the tendencies of character—the indications of mental and moral individuality. It is not injustice to say that in the main parents strive, in so far as they strive at all, to make their children after their own preconceived models, and the result is that the more plastic of the children turn out nonentities, and those with vigorous wills spend a great share of their nervous force in holding their own against parental tyranny. Not till the latter leave home and go into life for themselves are they free to use themselves according to the invincible inward force—are they free to grow according to the model that God has inwrought in their very being.

Let us, for a simile, imagine a being that is at once the parent of all the varieties of the feathered tribe. This parent swims; and he of course is determined that all his offspring shall swim. They must be trained in the good old conservative ways; and so, every thing that has feathers, from the sober hen to the soaring lark and the sweet nightingale, is dragged to the water's edge, and only such of the brood as are stronger than the parent escape destruction. Every where in nature the lesson of variety is repeated endlessly. When leaves sprout from the ground in the garden or field, we watch, and do that for the young plant which its nature demands. If a vine, we give a trellis; if a tree, we give it a space and let it alone; if a flower, we treat it according to its needs. Some children need a trellis, like the vine; and some, like the oak, only require that all obstacles shall be cleared away and that plenty of moral oxygen and sun be provided. Some are born to creep, some to walk, some to fly near the ground, and some to soar through infinite space. As bad as are the antecedents of the race, how wonderful would be the results if for one generation fathers and mothers would be discreet and sagacious in this one particular of allowing for the individuality of their children. When our little ones go from the nursery to the school-room, they are too often met by the same hard cold wall of routine. The child full of vitality, frolicsome as a kitten, to which the sun and the out-door air is a necessity, is seated in the same bench, to learn the same lesson, with the cold-blooded, sluggish, precise, mathematical boy, whose anatomy and spiritual economy are all arranged on the plan of two and two make four.

But, says the objector, Certain things must be learned by every child. Undoubtedly; but let the child learn them while following the bent of his nature: that is to say, following the simile used above,

if his nature leads him to the water, let him learn the necessary things about the water; if he flies in the air, if he creeps, let him get his knowledge as he goes. Do n't bring down the lark to the level of the snail, but adapt your education to each. Your wide-awake, noisy, troublesome boy, intensely objective, keenly susceptible to all forms of outward life, full of bodily vigor, does not need the same training as your quiet, methodical, gentle child, who would not leave his corner and his book for the most tempting out-door delights. There is a difference in the very blood of the two boys, that ought to modify all that is done with them. One delights in rough play, for the mere sake of exercise. The glow that come from action fills him with joy. The other knows nothing of such pleasure, and can not, from the very nature of his constitution. Your active boy spends delicious hours, with his trowsers rolled to his knees, in damming woodland brooks. He is constructive, and takes account only of that which is perceived by his senses, as keen and alert as those of a setter. Of a certainty, the spiritual must be developed in this boy; but it can never be done by treating his innocent proclivities as sins and by constantly thwarting every natural desire. Where nature is innocent, let it have full sway, that you may get hold of your child's inner life and win his entire love and confidence, thus developing those qualities that have not the growth for desire. This is a vital matter. If parents could see the wrecks they make, they would shudder at the fearful responsibility. Thoughtfulness and unselfishness and a profound desire for the moral and spiritual good of those in our charge would work wonders in this respect.

New York School Journal

## TWO HOURS IN A KINDERGARTEN.

WHILE in the City of Hamburg, I saw a door over which was the single word 'Kindergarten'. I had seen something of higher education in Prussia, and now saw something of the lower. Sitting upon the little forms, and engaged in a peculiar rhythmic exercise, were sixty-two children, or rather infants, from three to seven years of age. No books whatever were visible. Each child was furnished with drawing materials, and on many desks were variously-cut bits of tin. Little squares of blue perforated paper and yellow crevel, slips of wood fibre, and the various geometric solids, were stored away for use; and

the shelves placed the animal, vegetable and mineral kingdoms under contribution.

None of the children could read, and many could not talk plainly. No effort was made to teach them the 'mystical lore' of books. This child-garden seemed no place for tasks and work, but only for play—for spontaneous play, so systematized and directed by an adult as to furnish valuable discipline to mind and body. One could readily see that the children were getting, through the testimony of the senses—the foundation of all knowledge,—an accurate acquaintance with the external world of matter. Happy in the guidance of a sympathetic and skilled teacher, they were getting naturally and easily what they otherwise would have got with many a blunder, or never got at all. They were discriminating colors, hues, and tints; were learning the forms, measurements, distances and properties of bodies; were passing judgment on the uses, construction and adaptability of organs in the vegetable and animal kingdoms. They were making models, drafting plans, developing their muscles by calisthenic concerts, learning the 'music of motion' by such marching as would rejoice the strictest drill-master in the realm, and practicing the 'symphony of sound' by the utterance of cossetting songs, and by the unstrained, improvised melody of children and birds.

This Kindergarten seemed to be really a nursery, where, by systematic training, all the right powers of the being were developed in a just order and proportion. It was simply a supplement to natural processes. There being no infliction of tasks, either mental or bodily, and light athletic sports alternating with the more sedentary employment, there seemed as little probability of dwarfing the body as of stultifying the intellect. And, on the other hand, if nature's processes are safe, to teach a boy to make skillful and intelligent use of his body, and to know much of the natural world, at a time of life when every faculty is alive to sensuous impressions, can not tend to produce a dangerous precocity of mind.

But this training seems not only harmless, but very valuable, and very direct in its uses in life. The viciousness of street children is proverbial, and chiefly because of their hap-bazard, Topsy-like development. Again, every one who has remarked the meagre results produced by those who teach the nicer mechanical arts and trades to young apprentices can testify to the importance of senses trained to accurate observation, and of fingers and hands skilled in delicate manipulations.

You who sit with self-congratulation in the high places of pedagogy,

what would you not give to see in your own pupils the gleaming eye of intelligence, and the calm consciousness of victories won, which I saw in the faces of these infants! We can not say that education begins in the school-room, but rather with the first darting of the eye in infancy, and the first flushings of the face from an alert curiosity. At the legal school age our children might be such philosophers in their knowledge of natural objects, and so expert in the management of their bodily powers, as to put our wrinkled cheeks to blushing. A child *must* grow and learn, and that with unexampled rapidity; and, were it possible to arrest the desire for sensuous impressions, he would enter the school-room, when the state admits him, a driveling idiot. But systematize his culture, follow the course of natural development, lend the guidance of sympathy and skill, and in due time he will pass from the exclusive study of things to the study of books with an awakened interest and an unfeigned devotion to mental pursuits.

EDWARD TAYLOR, in *Indiana School Journal*.

## THE PRINCETON MEETING.

REPORTED BY C. P. HALL.

THE School Principals' Society held its fourth annual meeting at Princeton, July 9th, 10th and 11th, and fully sustained the reputation, earned last year, of a body composed of workers who are ready to do with their might whatever their hands find to do. Some anxiety had been felt by nearly all, lest, on account of the failure to secure a reduction of railroad fare, and the necessary absence of some who are accustomed to take an active part in its discussions, our numbers should be few and the interest weak; but, after a hearty hand shaking, Pres. Smith's bugle-call 'to arms' gave no uncertain sound, and we went out girt about for work, and when we turned homeward, each felt that it was good to be there.

The Society assembled in the High-School Hall, at 2½ o'clock on Tuesday, and, after prayer by H. L. Boltwood, listened to strong and worthy words from Pres. E. C. Smith, of Dixon. He said, "The future of our land depends largely upon education and other moral influences. The autocrats of the school room must tell much of what this education is to be. And no one is worthy of a place among us who does not use every available means for making his armor bright, and him, self up with the van in a knowledge of best methods. Let us learn from the failures of the past.

"We lose sight of the individuality of our pupils. Too many ignore the laws which govern mind: hence, we see the wrecks of mind scattered all along our streets. We should inscribe some where, so that we can have it ever in view, this motto: '*Our work is imperishable*'.

"The moral training of our pupils should not be neglected. The teacher should not be silent when on every hand intemperance and profligacy, demands for the repeal of Sunday laws and for the expulsion of the Bible from our schools, profanity, falsehood, and deceit, walk boldly before our boys and girls.

"But our sphere is not limited by the walls of our school-room. The teacher should be every inch a man—a man among men. Our county institutes should have a hearty coöperation from us. And our state societies—the Association and this society—have claims upon us not to be forgotten. We have received great good from them, and should do all we can to make them efficient in the future. Let us be ready to fill our appointments in them faithfully. Much of their success depends upon this.

"Our state school journals are also worthy of our support. The gentlemen who have charge of them need not only our subscription, but words of cheer and words of contribution. It has been a gratifying fact that two journals have occupied the same field without the appearance of wrangling. Let us, then, tell those editors God-speed, and aid them with our hands, our heads, and our hearts."

Prof. J. W. Cook, of Normal, then read a paper upon *The Recitation, its Objects and Methods*, written by Dr. Richard Edwards. We were not present during the reading of the paper, hence can not give its points, though it must have been put in his usually forcible style, judging from what we heard of it and the discussion that followed.

M. Andrews, of Macomb, would have pupils punctual and allow no shirking from recitation. Draw out of the pupils all that they know about the lesson.

A. Gove, of Normal, thought that most of the failures in the class are with the teacher. Should deal with pupils more as individuals, and not as a mass.

B. R. Cutter, of Chicago, would allow a laugh, if the class laughed with and not at the teacher. Would not ridicule.

G. S. Wedgwood, of Lasalle, would teach them to know what they are going to say, and not to talk at random.

H. L. Boltwood, of Princeton, said that we must teach them to think quickly. He would make reviews more prominent and important.

The subject was discussed further by several gentlemen, and valuable suggestions were made. Some would use a text-book, and others would not. Broomell, of Chicago, thought it very important that the teacher be a good questioner.

After the discussion, Mr. Gove moved that the subject of County Superintendence be discussed some time during the session.

In the evening, a lecture was given by Rev. M. L. Williston, of Galesburg, entitled *How shall we educate?* As the lecture was not intended for the Society so much as for a popular audience, we give only the points of it.

We ought to educate—1st, Thoroughly; 2d, Generously; 3d, Conscientiously. When a parent says that his boy has gone through so many books, ask if the books have gone through the boy. Devise liberal things: the country's money put into good schools is a first-class investment. How suicidal it is to thrust the Bible out of the hands of our school-children! In all conscience, we need God's word, or we know not God.

*Wednesday Morning*, the session was opened by reading and prayer by Rev. M. L. Williston.

Upon motion, the following gentlemen were appointed Committee on Nominations: J. V. Thomas, Dixon; A. Gove, Normal; M. Andrews, Macomb; J. H. Broomell, Chicago; and Wm. Jenkins, Ottawa.

A. J. Blanchard, of Galva, then presented a paper upon *The demands of Morality upon our Public Schools*. He presented a sorry picture of the present condition of morals, which was not indorsed by all. But he presented some strong arguments and stubborn facts. Venality in office is too common; murder and other crimes go unpunished; monopolies hold a strong sway; liquor-men band against law. Men are influenced by selfishness every where. Our hope is in the schools. Children must be taught that right is right, and *vice versa*. Civil liberty is based on civil law; civil law, on moral law; and moral law, upon the Bible. Hence, the Bible should be read in our schools. Huxley was quoted as authority upon this latter point. Children should be taught the principles that underlie morality, honesty, patriotism, and every thing good, and to hate treason and 'every thing that makes a lie'. Teachers must lead the way. (Pickard)

J. H. Freeman, of Polo, spoke of Morality as the grandest part of our nature. It is an essential element of success. France boasted of her immorality, and fell. We should have a great deal of sympathy with our pupils. A kind word is much better than a clumsy rod. Be careful to practice what we preach. It is unworthy a teacher to be a 'policy man'.

T. C. Swafford, of Oneida, said that we want a positive morality—one that is felt by all. He liked to find the mischievous pupil, for this element, carefully trained, will make him a smart man.

A paper upon *Examinations and Promotions* was then read by I. Wilkinson, of Lincoln. Examinations that were an index of the work done by the class he considered indispensable. An examination should be conducted by some one besides the teacher of the class. Would use both oral and written examinations and the class-book as tests for promotion. They are necessary to show what the teacher has been doing. Primary teachers should receive the better pay.

J. E. Dow, of Peoria, and J. H. Blodgett, of Rockford, were appointed to discuss this topic, but were detained by sickness. Mr. B. sent his paper, however, which was read by Mr. Boltwood. He urged that any examination is a poor test, because there are so many outside things which can not be taken into account—as: health, habits, previous opportunities and training. He recommended, as at Dixon last winter, the promotion of teachers and pupils together.

In the afternoon, at 2 o'clock, B. R. Cutter, of Chicago, read a valuable paper upon *Evening Schools*, and we are sorry that so few took pains to be there. It certainly is not respectful, when a person has been to trouble and expense to prepare an able paper, to be absent, when it is presented, because we are just a little too late. He thought it a great sacrifice upon the part of teachers, and yet they are very poorly paid. There should be real, practical work, rather than the machinery of records and reports. Many scholars are brought under good influences, but the irregularity of attendance is a drawback.

J. W. Cook had had no experience, but knew that they were doing a good work. They must not take the place of the day school, but must do the work of the day school.

S. M. Etter, of Bloomington, thought it a good plan to start a mixed class, if

large pupils do not like to go into smaller classes. He thought that it would give many a taste for learning who would then attend the day schools.

J. B. Roberts, of Galesburg, was then called upon to speak of the experiment made in that city, last year. They commenced with much doubt in regard to its success, but they had accomplished all they had hoped for. They received no scholars who could attend the day schools. They had pupils of all ages and of both sexes. They are to continue them another year, with better prospect of doing good.

W. B. Powell, of Aurora, next presented a paper upon *Teachers—their Qualifications and Employment*. He first criticised several books upon this subject, showing that many have much that is of little value. He then developed, to some length, the outlining system in practice in his schools. He would thoroughly teach a principle, and group in connection with it its applications, in stead of teaching them one by one as they are met in the order of book arrangement.

E. A. Gastman, of Decatur, said it is useless to try to make men and women out of boys and girls. We try to go too fast, many times, and only go the more slowly.

The question of *County Superintendency* was next opened by A. Ethridge, of Princeton. The real objection to the office is that there is too little of it. He would make the township the unit, and get an able man to superintend. Members of the legislature who voted for the reduction of one dollar per day ought to go before their constituency upon that record. They are willing to pay \$5.00 per day for superintending the building of a court-house, but grudge it to the man who superintends the training of their children. McLean County paid five per cent. on \$450,000 for superintending the building of a court-house, but refused an appropriation for a three-weeks teachers' institute.

S. M. Etter thinks that the legislature are ready to retrench in schools, but not in the state-house.

A. Gove moved that a committee of five be appointed to present the matter to the legislature.

President appointed E. A. Gastman, S. M. Etter, A. J. Blanchard, P. R. Walker, and W. B. Powell.

The subject was discussed further by Messrs. Andrews, Jenkins, and Wells, and a great deal of feeling manifested by all in regard to the present degraded position of the office.

S. M. Etter moved that the Executive Committee of the State Teachers' Association be requested to place this subject upon their programme for the next meeting. Carried.

C. P. Hall, of Princeton, was appointed committee to bring together persons wishing teachers and teachers wishing places.

*Thursday Morning.*—After prayer by E. A. Gastman, the President appointed Cook, of Normal, and Seymour, of Forreston, as Auditing Committee.

The Committee on Nominations made the following report: *President*—H. L. Boltwood, of Princeton. *Vice-President*—P. R. Walker, Rochelle. *Secretary*—Wm. Brady, Marseilles. *Treasurer*—B. R. Cutter, Chicago. *Executive Committee*—E. W. Coy, Normal; E. A. Gastman, Decatur; J. H. Freeman, Polo.

*Voted*, to hold the next meeting at Ottawa.



The business minutes were then read and approved.

Treasurer's report was read and accepted.

O. S. Westcott read a paper upon the *Collection and Preservation of Insects* (Although hastily prepared, it showed an experimental knowledge of the subject, and was very kindly received.)

Miss S. Lovejoy, of Princeton, gave select readings.

H. L. Boltwood then conducted a class in reading Tennyson, showing his method of questioning to test the knowledge of the class respecting the allusions, etc., to be found in the extract.

This closed a very profitable meeting of a society which has come to be almost a necessity to the working teachers of the state. It is but just to say for President Edwards and Mr. Coy that they were prevented by sickness from filling their appointments.

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## EDITORIAL DEPARTMENT.

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THE EDITOR IS ABROAD—"down East"—not *'away* down East', and yet so near to the great sea that the virtuous East-wind makes him don a thin overcoat. This recre-ator—friend Coy, not the wind—sends greeting to us, his deputy, and to all the readers of the Teacher. His sensations appear to converge in one emotion—thankfulness for so restful and enjoyable a vacation. We congratulate him and all who are now too happy to recall the weariness of the closed school year. Play, teacher, play!

PAPERS OF THE MISSOURI ASSOCIATION.—We have received a copy of the proceedings and papers of the tenth annual meeting of the Missouri State Teachers' Association, held last December. They are published by E. F. Hobart & Co., of St. Louis. The paper and the printing are poor enough, but the essays and addresses are generally thoughtful and suggestive. Among the best of the papers in the volume is one by Mr. S. H. White, of our own state, upon *A Graded System of Normal Schools*.

DRAWING IN THE MASSACHUSETTS SCHOOLS.—If any of our readers are still uninformed concerning the efforts now making in Massachusetts in behalf of special schools for teaching drawing, they will be gratified to read a Bill which was drawn by Sup't Philbrick, of Boston, and approved March 9, 1872.

**BILL FOR THE ESTABLISHMENT OF A NORMAL ART TRAINING-SCHOOL IN MASSACHUSETTS,  
SUBMITTED TO THE LEGISLATIVE COMMITTEE ON EDUCATION**

*Whereas*, with a view to promote the industrial interests of the state, by furnishing to artisans and mechanics the means of instruction in drawing and the arts of design, and thus enabling them to command a higher rate of wages and at the same time to give increased value to industrial products, an act was passed May 16 1870 authorizing any city or town and requiring every city and town having more than ten thousand inhabitants to make provision for giving free instruction in industrial or mechanical drawing to persons over fifteen years of age; and

*Whereas*, although commendable efforts have been made in many of the larger municipalities of the state to provide the instructions in drawing and the arts of designs required by the act of 1870, the success in this important department of education, so much needed by our mechanics, artisans, and manufacturers, has been comparatively limited, owing to the present dearth of competent art teachers; and

*Whereas*, said act placed drawing among the branches of learning required to be taught in all the public schools, thus creating a large demand for teachers especially skilled in drawing, for the supply of which demand no adequate provision exists, or is likely to be furnished by private enterprise; therefore.

*Resolved*, That the board of education be, and they are hereby, authorized to establish and carry on a central art training-school for the purpose of qualifying teachers of drawing and the arts of design, for the industrial drawing and art schools of the cities and towns, for the normal schools, and for the public schools, and that the sum of ten thousand dollars be, and the same is hereby, appropriated from the school fund to defray the expense of providing the necessary accommodations, appurtenances, apparatus and masters for said schools; the board of education having the authority to fix the rate of tuition to be paid by the pupils in attendance at said school, and being required to render an account of the manner in which said moneys have been expended.

#### AN ACT TO AUTHORIZE CITIES AND TOWNS TO ESTABLISH INDUSTRIAL SCHOOLS.

*Be it enacted by the Senate and House of Representatives, in General Court assembled, and by the authority of the same, as follows:*

SECTION 1. The city council of any city, and any town, may establish and maintain one or more industrial schools, and raise and appropriate the money necessary to render them efficient. Such schools shall be under the superintendence of the board of school committee of the city or town wherein they are established, and such board shall employ the teachers, prescribe the arts, trades and occupations to be taught in such schools, and shall have the general control and management thereof.

*Provided*, that in no case shall the expense of any such school exceed the appropriation specifically made therefor; and

*Provided*, that nothing in this act contained shall authorize the school committee of any city or town to compel any scholar to study any trade, art, or occupation, without the consent of the parent or guardian of such scholar, and that attendance upon any such school shall not take the place of the attendance upon public schools required by law.

That this legislation is not the ebullition of the hour, may be inferred from a statement which we clip from one of our exchanges, showing that downright work in the direction of art has already been done, both in the public day schools and in evening drawing-schools. Here is the account:

*Exhibition of Drawings.*—The second annual exhibition of the drawings made by the pupils of the public schools in Boston, and the free evening drawing-schools of the state, was recently held in Horticultural Hall. The exhibition of the free evening schools consisted of about 600 drawings, comprising exercises from the blackboard of free-hand, geometrical, mechanical, isometrical and constructional drawing in outline, and tinted; drawing in light and shade, and color of foliage, figures, animal forms, machine drawing, and architectural tinting, designs for buildings, for carpets, etc., natural objects, geometric solids in shadows and color, and many other branches of industrial art and study.

The wise plan seems to have been adopted of leading each pupil to direct his attention to some particular class of drawing that is likely to be of immediate use to him. The photographer applies himself to drawing the human head, the shoemaker to pictures of neatly-turned boots and shoes, the house-builder to architectural models, and so on. It is all eminently practical and useful; and the policy of the state's establishing these schools, the method of conducting them, and the progress made by the pupils, are most highly to be commended.

The drawings from the Boston public schools numbered some over 6,000. Some of the schools sent examples from every pupil, and not one among them all proves an absolute inability to learn to draw. The taste for mathematics is not universal, and not every child manifests a natural aptitude for the study of language. If this exhibition may be taken as a test, there are more children who can learn easily to draw than there are children who can

easily learn arithmetic. The latter requirement is admitted to be a more necessary branch of education than the former; and yet it is impossible to estimate the value of the artistic skill that is henceforward to be imparted to all pupils in our public schools.

On the same theme the Boston Daily Advertiser says:

In the absence of general instruction in the fine arts, those who have hitherto become musicians and musical composers, painters and sculptors, have discovered their natural bent by chance. The boy would learn music in spite of home restraints, or he stumbled upon his art-profession. The new method has the advantage of developing a natural facility at an early age. Not all, not perhaps one in a thousand, of the pupils in our public schools will become eminent vocalists or noted artists. But every child has an equal chance. The bright little boy whose painstaking work is labeled "excellent" by the appreciative examiners may be doomed to a life behind the counter; yet if he loves art and continues to make the progress of which his example shows him to be capable, he will, perhaps, break the bonds which tie him to an uncongenial occupation, and follow the course in life for which he feels himself fitted. The elementary instruction in the fine arts which our schools now provide must also result in a higher standard of art-culture in the whole community. And it is not a matter of conjecture that the general pursuit of a certain occupation in any community, continued through several generations, is favorable to greater development in that direction. To give one of the lowest examples of this tendency: The child of a series of generations of Cornwall miners is almost certain to prefer life underground to any work in the daylight; the child of a musician is more likely to be musical than the son of a blacksmith; a German boy is more likely to have a predilection for the violin than an Italian, and the latter will more probably have a smooth and flexible voice, and a desire to improve it by musical training, than the former. It may be a question whether America is to be the future home of the fine arts; but our schools are certainly taking the first steps toward developing all our capabilities, both in the production of works of art and in the appreciation of them.

**AN INDUSTRIAL INSTITUTE FOR CHILDREN.**—A short time ago, one of the prominent citizens of Boston conceived the idea of establishing an industrial and mechanical institute in that city, in which boys and girls may learn a trade which shall be of service to them. A large building has already been secured and one mechanical branch—shoemaking—begun. At a recent meeting intended to place the claims of the institute before the public, the Hon. Josiah Quincy said: "Our schools are looked upon as model institutions, but there are great deficiencies in them. Music and drawing do not serve the roughly to fit for and those who are to make our households cheerful and happy. The necessity of skilled labor can not be exaggerated. He believed this school to be the only one of its kind in the country. It was small now, but it might be like the grain of mustard seed, and grow up a plant which should overshadow the land."

**MEETING OF SCHOOL SUPERINTENDENTS.**—About thirty Superintendents of New-England schools were in attendance at their annual meeting, May 31st, and from the topics considered, the papers presented (which we find in *the Teacher*), and the long experience of many who participated in the discussion, we infer the meeting was one of real interest and value. Mr. Fernald, of Lewiston, Maine, read a paper on *Free Text Books for Free Schools*. He argued in affirmative, on the grounds of convenience and economy. The City of New York has tried the experiment. The essayist gave figures showing that the entire expense of the experiment has been tried only three years—has not to be less than one dollar per pupil, per annum. This includes the High School course, where, to be fair, it is not probable that the pupils' books for some six or seven years will not pay for the pupils' books for some six or seven years. But the books belong to the school, and the teacher be made responsible for their proper use. The children will learn a lesson of great practical value. Mr. Philbrick, Superintend-

ent of the Boston Schools, indorsed the essay, but confessed surprise at the cheapness at which books had been furnished. Yet that one fact would have more weight than any theory. In most cities, it is true, books are furnished to indigent students. It is the plan in Boston. But the child carries in his book the city stamp, and it is odious. Prof. Tweed, of the Charlestown Schools (recently Prof. of Literature in Washington University, St. Louis), concurred. In Charlestown they do not follow the state law, but, having furnished the book, charge it in the father's tax-bill. No dissent from the views of Mr. Tash is reported. A paper was read by Prof. Tweed, on *Spelling and Spelling-Books*, and one on *The Examination of Teachers*, by Mr. Hubbard, of Springfield, Mass. The latter suggests the appointment by the State Board of a Board of Examiners for each county, one purpose of the change being to do away with nepotism—giving “our cherished daughters situations.” Examinations should be both oral and written, “the written to be put into a blank book along with the questions”—placed there, evidently, by the candidate—“the book, with its erasures, its interlinications and emendations, to be retained by the examining board at headquarters.”

**MEDICAL EDUCATION.**—President Eliot, at the late Harvard Commencement, dwelt with emphasis on the ‘revolution’ in relation to medical education in that university. Hereafter, the student is expected to attend throughout each year, as in the other departments; and attendance in the laboratories and in the microscopic room is to be no less imperative than at lectures and recitations. Lastly, no candidate is to receive a degree until he shall have passed a satisfactory examination on the subjects of medical instruction, and this examination is not to be wholly oral. This reform seems the more needful when we learn that “The Dartmouth Medical School has only *four* graduates of colleges, out of forty-four students; Bellevue Medical College, N.Y., *fifteen*, out of four hundred and thirty-six; University of Michigan, *four*, out of three hundred and fifteen; Northwestern University, Ill., *none*, out of one hundred; and the University of Pennsylvania, *none*, out of three hundred and ten. Even in Harvard University, more than four-fifths are not graduates. While a college course of studies is not a necessity for a physician, a thorough knowledge of his profession and a careful preparation for his work are demanded by every consideration of justice and humanity.”

**FRANCE AND WAR.**—A contributor to the Wisconsin Journal of Education makes the following statements concerning the warlike character of France: In the 14th century, France had 43 years of war, and 14 battles of note took place. In the 15th century, 71 years were devoted to war, and there were 11 notable battles. In the 16th century, one of the bloodiest on record, 85 years were spent in the prosecution of civil and foreign wars, the former occupying the space of 33 years! The 17th century shows 69 years of war. From 1700 to 1800, 58 years of war broke down the rotten throne of the Bourbons, while the best blood of France flowed in 93 battles. A *resumé* for the five hundred years shows that about 80 were spent in civil strife, and 246 in foreign wars, with a total of 184 battles! The statistics for the present century are, doubtless, incomplete.

**EDUCATIONAL NEWS.**—Interesting as are most of the main articles in our July exchanges—and the ‘Journals’ and ‘Teachers’ are at hand from California and Maine, Colorado and Virginia, and from almost every state between—rich and instruct-

ive as are these, yet the brightest pages are those of Educational News. At home all is activity: The New School-Law must be met. And probably the majority of county superintendents in Illinois are holding or are planning to hold a teachers' institute for the special work of aiding teachers in their study of botany, physiology, and other branches in which they must soon be examined. In Indiana, though not spurred by so vigorous legislation, they are not sleeping. We hear of institutes in Arkansas and Nebraska, Missouri, Indiana, and other of our younger states. Legislation in aid of Schools of Art is a marked feature of the time. There is no rest for the question of Compulsory Education: the law-makers, not less than the teachers, are discussing it. Most promising of all, perhaps, the Kindergarten schools are attracting attention, and are about to be instituted in other of our cities and towns.

**DR. McCOSH'S OPINION OF HIGH SCHOOLS.**—Dr. McCosh, President of Princeton College, is a strong and earnest advocate of free-high schools. In a recent address at Hartford, Ct., he stated that "Prussia surpasses all other countries, not in elementary instruction, but in the *extent* to which an education may be acquired by any scholar." In every centre of population or city, there are high schools where the classics and sciences can be pursued, and which carry the pupil as far as the freshman or sophomore classes of our American colleges. He urged that there ought to be a high school in every community in this country. This would afford the tradesman's son an opportunity to get a higher education, and thus enable him to compete with the son of the wealthy, who may be his inferior in ability and in power for good. He maintained that such a system of free higher education would save much power now wasted, and that it would be a great gain. Dr. McCosh, evidently, discards the view that every poor boy should be restricted to the merest rudiments of an education, lest he be spoiled as a laborer.

Ohio Educational Monthly.

## EDUCATIONAL NEWS.

### ILLINOIS.

**CHICAGO.**—At the last Principals' Meeting, the Superintendent said that the enrollment from November 1st to May 31st, seven months, was but 500 less than that of the previous year: all our records were recommenced Nov. 1st, even in the schools whose papers were not burned. Of the general work of the year, he said that he felt much indebted to the teachers, and particularly to the principals, for the rapid and successful reorganization after the great disaster of October: and that the helpful and liberal spirit shown by the teachers was a reason why their salaries had been maintained at the old rates in the doubt and financial unsteadiness that befell us. The discipline of the year had been a success: he had had but about one-tenth as much as usual of complaint brought against teachers by enraged, angry or indignant parents: this might be partly because he was less in his office; but he thought the discipline better managed. He spoke of the matter of salaries before the Board. A change of policy was in the proposed scheme, to pay teachers, not according to the grade in which they teach, but according to suc-

cessful experience: at present, the tenth or lowest grade is not taught by the teachers of greatest success, because they seek for the higher and better-paid grades: under the new plan, the rooms of the primary grades would be sought as pecuniarily preferable, and as stations of honor as well. . . . The discussion of the marking system and its value, with a resolution in favor of a modification of it, was indefinitely postponed. . . . The examinations for the High School will not be attended by as many this year as last.

DUQUOIN.—The Duquoin Graded School has a complete course of study and a three-years course for the high school. The report of attendance for six months shows the number enrolled to be 542; the average number belonging, 490; the average daily attendance, 397. Granville F. Foster is the superintendent.

GALESBURG.—The evening schools of this city closed in April, for this season, and we have before us Superintendent Roberts's report to the Board of Education, showing what has been accomplished. The result is very gratifying, and is especially interesting as showing what may be done in other places. We have no doubt that evening schools can be successfully maintained through the winter months in as many as eight or ten of the larger towns of the state, and we hope that this Galesburg experiment will lead others to go and do likewise. The following extracts from the report will be read with interest: "The school opened January 9th, and continued without interruption until April 26th,—sixteen weeks in all. The school was held on the alternate evenings of each week, and usually was in session two hours. The whole number of pupils enrolled was 117; average attendance for month of January, 58; February, 70; March, 88; April, 74; average attendance during the whole term, 71. Of the whole number enrolled, 75 were males and 42 were females. The whole number of teachers employed was 12, only 6 of whom were employed at any one time. The school has cost the city for teachers and lights exactly \$200, or \$50 per month. The studies pursued have been chiefly arithmetic, reading, spelling, and writing. A few pupils have studied geometry, and there has been a class in book-keeping and mechanical drawing. The attendance of young women and girls was quite unexpected, and several have not missed an evening during the continuance of the school. Most of these young women are working out at service in the families of our citizens. I take great pleasure in saying that all the pupils in attendance, with scarcely an exception, have been orderly, courteous, attentive to business, and apparently very much interested. The government of the school has never occasioned the slightest anxiety. I recommend that the school be resumed as early as the middle of October next."

LIVINGSTON COUNTY.—A very interesting county institute was held at Chatsworth on the 7th, 8th, 9th and 10th of May. More than one hundred teachers were in attendance.

MACON COUNTY.—Superintendent McKim, of Macon county, is wide awake and in earnest. If the teachers and schools of that county do not improve, it will be no fault of his. We have before us a circular recently issued by him to the teachers of Macon county. It contains some plain talk about educational journals, which may perhaps be read with profit by some teachers in other parts of the state. We therefore give some extracts from it. "Of the applicants for certifi-

cates during the last twelve months, no more than one-fourth of the number have answered that they were readers of educational journals. Is it to be wondered at that there are so many failures at the examinations? And from those receiving certificates and finding employment as teachers, I frequently hear statements to the effect that they can't afford the expense, or that they don't see what good the reading of 'such stuff' can do them. As to them, they know how to 'keep school', and that is sufficient. This I know—that the best teachers, not only in this county, but in the whole country, can both afford the expense of and learn useful lessons from the hints and suggestions sent out, month after month, through the educational journals, by the very ablest teachers in the land." "If you expect to teach and ever be more than a mere *thing* at the business, if you have not already done so, subscribe at once for one or more educational journals. Make it a point to read them carefully: not only so, but put into practice the ideas thus obtained. Now is an important time for keeping 'posted': new laws are soon to go into effect; new duties are to be imposed, new responsibilities incurred; the State Superintendent will, from time to time, have much to say concerning these changes; living issues in matters of education are to be discussed by living men; revolutions in education are taking place in the old countries as well as at home, and our educational journals will most assuredly keep us informed on all of those important topics." We learn, also, from this circular, that a school for the teachers of the county will be taught in the high-school building in Decatur, beginning August 12, and continuing two weeks. At the close of the school will be held a county teachers' institute, continuing five days.

**NORMAL.**—The High School of Normal, Mr. Gove, Principal, graduated its first class this year. The class numbered four, and the exercises were held in the Congregational Church. The essays and orations and other exercises were very creditable. Short addresses were made by the President of the Board, Mr. Criswell, by President Edwards, and Prof. Hewett.

**PRINCETON.**—The graduation exercises of the Princeton High School took place May 31. The graduating class numbered twelve—eight boys and four girls. The diplomas were presented by Gen. Henderson, in a neat and appropriate speech. Five of the graduating class intend to go on with their studies, while three or four will teach. The catalogue of the school shows a total attendance during the past year of 298 pupils. A library containing about three hundred volumes of valuable books of reference is an important aid in the work of the school.

**ROCKFORD.**—The West-Rockford High School graduates a class of eleven—six boys and five girls. The total number of graduates from the school, beginning with the year 1862, is ninety-one. They have a graduates' society, that holds a réunion each year, for which a circular is prepared giving any items of interest relating to any of the members.

**STEPHENSON COUNTY.**—Superintendent Kleckner, of Stephenson county, is urging his teachers to prepare themselves in the elements of the natural sciences, in order to meet the requirements of the new law. To assist the teachers in their preparation, he proposes to "go into any part of the county, during the summer vacation, and hold teachers' drills of one week, upon the application of a number of teachers who will agree to be present." Institutes are also to be held on Saturdays in different parts of the county.

## FROM ABROAD.

GEORGIA.—The University Monthly, for June and July (published in New York and Baltimore), gives a six-page account of the sixth annual meeting of the Georgia State Teachers' Association, recently held in Augusta. The attendance was unusually large. The presence of a number of ladies gave "extraordinary *éclat* to the occasion". On the morning of the second day, "Commissioner Orr led the visitors (not all the teachers in attendance, but a committee appointed from their number) to the (city) Public Schools proper." Other committees visited Richmond Academy and the Houghton Institute. The meeting was subsequently entertained by the very flattering reports of these committees concerning the exercises they had witnessed. A. A. Lipscomb, D.D., LL.D., was reelected President of the Association. Resolutions were passed recommending the organization of County Teachers' Associations, and that 'ladies' possessing equal qualifications with 'men' should receive equal compensation. In the discussion of *The Utility of the Classics*, Dr. A. A. West, a West-Point graduate, said that while attending medical lectures his mind had been awakened to the necessity of studying Latin and Greek. Prof. Stevens, of Atlanta, declared himself a votary of Science. At one time he was passionately fond of the classics, but experience had shown that the classics and mathematics had been pursued in our schools to the great hurt of our pupils. We lack the strength which a study of the sciences would impart.

KANSAS.—From President's Hoss's Catalogue of the Kansas State Normal School we take the following account of the 'New Building': "At the last session of the legislature, fifty thousand dollars were appropriated for a new building, to which the City of Emporia has added ten thousand dollars. The contract requires the building to be completed by January 1st, 1873. The structure is to be of brick, with white cut-stone quoins and door and window trimmings. It will be four stories high, and the extreme dimensions are 76 x 125 feet. The basement will be an eleven-foot story, and will contain two cloak and wash rooms, gymnasium, laboratory and lecture-room connected, boiler-room, fuel-room, and janitors' room. The basement and first story are traversed the entire length by wide corridors, intersected by two lateral ones leading to the front entrances. Each story above the basement is 14 feet high. The first story contains a parlor, office, seven recitation-rooms, and three teachers' rooms. The second story contains an apparatus-room, four recitation-rooms, and an audience-room 25 feet high and capable of seating three hundred students. The third story contains a library, museum, and two large halls for literary societies. Plumbing for gas and water will be placed throughout the building. It is to be heated by steam and ventilated in the most perfect manner. The building will be surmounted by a Mansard roof and towers covered with slate. The internal arrangement has the approval of the most experienced educators in the country, and no pains will be spared to make the institution a model of its kind."

ST. LOUIS.—The annual report of the St. Louis Schools for 1870-'71 is a document of over three hundred pages. Besides the information that it contains respecting the schools of St. Louis, we find in it the discussion of questions of more general interest, which renders it a very valuable contribution to educational literature. The presentation of the subject of moral education is masterly. We



should like to see this part of the report issued in pamphlet form and distributed through the country. It would make a good missionary tract on that subject. The syllabus of lessons in natural science and the remarks upon the method of teaching the syllabus will be found especially interesting and valuable to teachers who are preparing themselves for this kind of work in our common schools.

WISCONSIN.—The Wisconsin State University held its commencement exercises June 19th. We notice one feature of the exercises which other institutions would do well to imitate, namely, their brevity. The delivery of twenty-four orations, the conferring of seventy-two degrees, prayer and music, all occupied only two hours and three quarters. The graduates were limited to five minutes. The degree of Bachelor of Philosophy was conferred on five ladies and twenty-one gentlemen; Bachelor of Arts, on eleven gentlemen; Bachelor of Laws, on twenty-nine; Master of Arts, on three; and Doctor of Laws, on two.

#### NOTICES OF BOOKS AND PERIODICALS.

(34) WHETHER, if we were to use this volume as a text-book, we should find it suited to the class-room and to the minds and tongues of those for whom it was prepared we can not now affirm: we have not put it to so full a test. Nor are we sure that in the selection of topics, or 'salient points', the author has not in some instances chosen unwisely. But, after an hour's examination of the text, the questions in the margin, the illustrations (of which there are nearly fifty), and the analysis as revealed by the Table of Contents, we must say that we regard the work as well planned and delightfully instructive. A lad who was this morning called off from a brief acquaintance with its illustrated story exclaimed, "I should like to study that book." A careful count of such of the marginal questions as can be answered by a monosyllable, a date, or a phrase, may make one smile at the author's statement in the preface, that he has tried to avoid the catechetical abomination. As a whole, however, his 'helps to the recitation' are real helps, and not leading questions. In place of a question, we often find a direction: as, "Tell why Adams favored a tariff." "Read the extract from Walter Scott." The extract here called for closes the volume. When our pupils reach this point, we shall not say 'Read the extract', but 'Recite the extract'. We believe in memorizing—not, "Punctuation is the art of dividing a written composition into sentences or parts of sentences by points," etc., but the recognized gems of our language, for which some of us are now forced to search, with no little inconvenience, the tables of contents even of our favorite authors. We must add that the proof-reader's work is not yet done. Gen. Braddock's life is prolonged to 1765; and the siege of Yorktown is called 'the best battle of the war'. Mr. Swinton is doubtless himself responsible for asking the child to remember the date of Washington's death by its having occurred in '*the LAST MONTH of the last century*' (Dec. 1799). What! Must we who live till 1899 hear the shallow talk about having reached the end of a century! Such confusion touching the number of years in a century is simply unaccountable. Let us set apart a half-hour, if necessary, for showing our pupils that the 18th century ended at sixty minutes past eleven o'clock, Dec. 31, 1800—not 1799! The 19th century will close when the year 1900 closes. M.

(35) "THE need of a good spelling-book for advanced classes has long been felt." On reading this opening sentence of Prof. Henkle's preface, we thought it would

(34) FIRST LESSONS IN OUR COUNTRY'S HISTORY: Bringing out its Salient Points, and aiming to combine Simplicity with Sense. By William Swinton. A M., Author of 'Condensed History of the United States', 'Word-Analysis', etc. With numerous illustrations. Ivison, Blakeman, Taylor and Company, New York and Chicago. 1872. 199 pages.

(35) A TEST SPELLING-BOOK FOR THE USE OF ADVANCED CLASSES. By W. D. Henkle, late Ohio State Commissioner of Common Schools. Wilson, Hinkle & Co., Cincinnati and New York.

be instructive to be told by how many of the teachers in Ohio or Illinois, for instance, this need has really been felt. And then it occurred to us that if there are even fifty teachers of the twenty thousand in our state who need such a book, the work in hand, since it may supply the need, is a judicious and timely one. And we read on "Spelling-exercises should be continued much farther in an educational course than has hitherto been customary." After all, the need is not felt, then, as it should be. That is certain. "Great benefit would result from the continuance of such exercises through the full course in High Schools, Academies, Seminaries, Normal Schools, and Colleges." Good, again; for our young people do spell badly. But, in the good time coming, will not our pupils have such training in the earlier years that an almost complete mastery will be attained over all words in common use before they enter the high or normal school—to say nothing of the college? Grant this, and may not the lad in the high school, with dictionary, gazetteer and other proper reference-books at hand, give his time to more nutritious food than the study of the form and meaning of onology, hylopathism, onomancy, Luggnagg, Sakhrat, Houyhnhnms, collop, plitt, onerary, oryx, coryza, belomancy, ricinolic, creaght, douc, zozoo, spatts, yaourt, and the like? "Art is long." The two hundred and six lessons of forty words each are followed by Dictation Exercises, the matter in which is well worth the price of the book (40c.). Between Webster and Worcester the author appears to choose at will. He presents 120 words, "Peddler, pedler; dullness, dulness; ocher, ochre," etc., exhibiting both orthographies. But he disowns *hieing* for *lying*, spells Lilliput in spite of both our great dictionaries, prefers (as do we) Fä'ren hit' to Webster's Fär'en hit, and be räzh' to Webster's be räjl'. We learn that Froude is fröod; Meigs, mëgs; and tulpe, tōöl. "Many proper names are introduced, especially for the sake of increasing the number of homophonous words." This explains the introduction of Hogg, Holmes, Nott, Wayne, Saxe, Wyre, Tees, but not that of Henkle, which crept in by hook or by crook; for, we are instructed that this is a variation "in the original German proper name 'Henkel', which means 'a hook'." Like all other recent publications of the same firm, this book appears faultless in respect to the character of print and paper.

M.

(36) THIS is a book for which we were unprepared. It has sundry good points. These do not surprise us: we find them in other recent publications. Its bad points do not surprise us: we have been trying for more than two decades to root out these very faults from our school methods, and so from our school books. Our surprise is that Lippincott's imprint should multiply phrases and methods so inelegant, inexact and ill-timed as these that follow. "Two goes into 2 how often?" "14 contains 2 how often?" "If a yard of tape costs 3 cents, how many yards can you buy for 6 cents? *Analysis*.—If you buy 1 yard for 3 cents, then for 6 cents you can buy as many yards as 3 is contained times in 6, which *will be* 2 times." "If 4 men divide 8 dollars equally, how many dollars does 1 man receive? [Doubtful.] *Analysis*.—If 4 men divide 8 dollars, then 1 man receives as many dollars as 4 is contained times in 8, which *will be* 2 times. *Ans.* 2 dollars." "How many times more is a whole orange than the half of an orange?" [Italics, in this instance, not ours.] Answer not given. But, using a phrase of Prof. Sanford's, we venture to reply, "One time" more—an answer which we surmise was not expected. "How many times more is the whole of a thing than one-fourth of it?" We want to put on record our answer—Three "times more." The worst feature of the book has not been mentioned. Before entering upon "Lesson 1" in "Addition," which opens invitingly with "Charles had one apple, and his mother gave him one apple more," the child reads these words: "We must first learn how to write these (Arabic) figures. The first ten numbers are written thus," etc. The second and third lessons continue the notation to 30! Then, after twelve appropriate stories about apples and butterflies, the teacher is reminded that it is time to put a slate and pencil in the hands of his pupil, and teach him how *practically*—[spare the mark!] how PRACTICALLY to work examples!

M.

(36) PRIMARY ARITHMETIC ON THE ANALYTICAL SYSTEM. By Shelton P. Sanford, A.M., Professor of Mathematics in Mercer University, Georgia. J. B. Lippincott & Co., Philadelphia.

(37) "SIMPLE truths in natural science", says the author's Preface, "may be learned at an early age; for it requires no more than the ordinary intelligence of boys and girls to understand these truths." "We have endeavored to make a book that can be easily understood. But few scientific terms will be found in it, for its language is the language in familiar use; hence, it may serve to interest the fireside circle, and it may be referred to by intelligent boys and girls for answers to the many perplexing questions which are so often presented to their inquiring minds." This is a work of 180 pages. Its plan is that of question and answer, beginning with "What is the shape of the Earth on which we live?" The author leads on to certain facts concerning the other planets, the motions of the Earth and the effects of these motions, the Moon and its phases and eclipses. In the second chapter the subject Light is considered, especially with reference to color, refraction, and reflection; and a few paragraphs are given to a description of the Eye. The remaining chapters treat of Heat, Water, Sound, Matter, Attraction, Motion, Mechanical Powers, and Electricity. The explanations of familiar phenomena are, in the main, clear and valid; and we wish that every child in the land who can read and who is growing up ignorant of most of the truths printed in this volume could receive a *revised* copy. The author should rewrite certain sentences on account of their vagueness or ambiguity, and correct certain misstatements. Witness the following: "What becomes of the light falling on the looking-glass? It is thrown back. What is *this* called? It is called reflection." On p. 49 we read: "What is this spreading-out of the air called? It is called elasticity." We are told that "the telescope collects more of the rays of light from the object than can be collected by the unaided eye: hence, it [?] seems to be brought nearer, and is more distinctly seen." Again: "The pupil of the eye, which admits the light, is seldom more than one-fourth of an inch in diameter. When the large glass in the end of the spy-glass is two inches in diameter, it will collect *eight times* as many rays as the eye will," etc. We have heard like erroneous statements before; but here is something new: "What do these glasses [thickest at the edge and thinnest at the centre] do? By *magnifying* objects, they seem to bring them nearer to the eye, so that they can be distinctly seen." And we are not yet half way through the book. We say, with Mr. Murray in the present number, "By all means, avoid propagating and perpetuating the habit of careless and loose utterance through the medium of text-books."

M.

(38) APROPOS of Kindergarten, we have received from E. Steiger, New York, a neat volume giving the spirit and methods of Friedrich Froebel. It is entitled *The Child, its Nature and Relations*. Froebel's motto, "Come, let us live for our children", will lead many an earnest teacher, we doubt not, to exchange a dollar for this suggestive translation, which exhibits, as we have said, both the spirit and the methods of the founder of Kindergarten. Having given considerable space to this subject in the present number, we defer for a month a fuller notice of the work in hand.

(39) FROM S. C. Griggs and Company, Chicago, we have *A Norwegian-Danish Grammar and Reader, with a Vocabulary*; designed for American students of the Norwegian-Danish Language. By Rev. C. J. P. Peterson, Professor of Scandinavian Literature, and member of the Chicago Academy of Science. We mark for the September number some passages in the Author's Appendix, and confess, 'here and now', we wish we had the stand-point of years from which wisely to find our way "into the literary treasures of two nations, which, although not great in numbers, have a great literature." The little volume is scarcely less than exquisite in its getting-up.

(40) FROM the same publishers we have *A First Latin Book, Introductory to Caesar's Commentaries on the Gallic War*. For use with Harkness's, Andrews & Stoddard's, Bullions & Morris's and Allen's Grammars. By Daniel G. Thompson, Teacher in the Springfield (Mass.) High School.

(41) *Scribner's* for August comes, with a Table of Contents sure to win favor. Many of our readers will turn, we are sure, to the two articles *What is your Culture to Me?* by Charles Dudley Warner, and *Should the study of the Modern Precede that of the Ancient Languages?* by G. F. Comfort.

(37) FIRST LESSONS IN NATURAL PHILOSOPHY, FOR BEGINNERS. By Joseph C. Martindale, M.D., late Principal of Madison Grammar School, Philadelphia; Author of a History of the United States for Schools, etc. Eldredge & Brother, Philadelphia.

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# ILLINOIS TEACHER.

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THE NEW-YORK SCHOOLS.  
A VACATION PAPER.

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GRACE C. BIBB

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"INVINCIBLE courage makes *one* a majority." The courage which writes essays in the long vacations is your 'invincible courage'.

Before me is the Susquehanna, romantic, albeit muddy, spanned by its three wooden bridges, treasures of mediæval art. Far beyond these, over an intervening panorama of hill and hollow, grass land and corn and stubble-field, of modest farm-house and true Pennsylvania barn, beyond the forests, even, rise the mountains, half hidden in their ever-varying, never-vanishing veil of blue.

Summer in the country; by mere force of contrast, I revert to summer in the city, and to those June days, so terribly warm, which I spent in visiting the New-York schools. I had intended to study the 'system', which, they say, has perplexing peculiarities, and to exercise my powers of analysis upon the subtle force by which, without application of external force, innumerable atoms are combined into a gigantic yet harmonious whole.

But, what with an ambitious thermometer, which had gained a foothold among the nineties, and what with the sacrificial rites of the annual examination, and what with that general anticipation of the impending chaos of vacation, which superinduces in teachers a certain apologetic and deprecating manner, the manifestation of a state of mind which finds expression in remarking to casual visitors "Of course, you know just how it is",—what with these causes and others like them, the 'system' remained a mystery.

Interested in Normal work, I visited the 'Normal College', in which the pupils were occupied with written examinations. The building

at present occupied by the school is so inconvenient, so very badly arranged, that one wonders that the work of instruction is not thereby seriously interfered with, and, in the interest of the thousand girls who are there congregated, joins them in bright anticipations of the better days to come, in the new building of which one hears. I was shown copies of the questions used in the examinations, the reading of which gave me the impression that the policy of the school is to cultivate a broad level of intelligence, rather than to reach great depths of culture; but, in the absence of any definite knowledge of the curriculum beyond the fact that it embraces the higher mathematics, Latin, and the modern languages, together with a thorough review, in the last year, of the grammar-school studies, I am able to give an *opinion* only.

The Normal College fills in New York the places occupied in other cities by both normal and high schools. Connected with it is the 'Model Primary', in which the young ladies of the school gain their first experience of the actual work of teaching. It is pleasant to notice in the Model, as well as other primaries of the city, the care taken to cultivate correctness and even elegance of language. The *object* is, of course, the basis of the instruction: for qualities discovered by the child, names are suggested by the teacher, and new words are thus added to the child's vocabulary, to be incorporated into the sentences which it constantly forms. This seemed to me the strong point: there were no hints of answers, no slovenly half-replies; every answer a complete sentence. Then, too, the constant working of all previous knowledge into the lesson of the day, the subtle review, which was not known to *be* a review. I was struck, however, in the Normal Primary, by two peculiarities—the almost invariable repetition by the teachers of the answers of pupils, and the disproportion existing between the voices of the instructors, which were very loud, and the size of the rooms, which was very small. The school being in temporary quarters in a private house in St. Mark's Place, where proper separation of classes is not possible, the effect of the mingled volumes of tone was, to say the least of it, bewildering. For this school, also, there is prospect of relief in the near future and the new college, where it is to be hoped that the cabinet of objects which the principal has so diligently accumulated may find worthy lodgment.

I visited, on the same day, a primary school in Thirty-seventh Street, so admirably directed and controlled that it might offer a practical refutation to those who still doubt the executive ability of wo-

man. There was here the same study of the fitness of modes of expression, the same constant insensible review. I saw given here, too, several admirable object lessons: one, in which little flags, made of various materials, were used as the basis of a lesson on textile fabrics; another, in which fringed bits of tissue-paper, the wrappings of candy, were used in the three primary colors, to illustrate very happily the formation of secondary hues. At the same instant, in perfect unison, the children selected, at the word of command, a blue paper and a yellow one; placing these one upon the other, the yellow toward the spectator, and holding them in the direct light of the window, lo, the blue and the yellow had become green; in like manner, with yellow and red there was orange, and so on. Then, too, there was a lesson on flowers; but let me repeat the query of another: Why do the New-York children hold their flags or flowers to their breasts with such caressing fondness—what is the charm of this, apparently, most awkward of attitudes? There were some other schools of the same grade which I had the pleasure of seeing; in all alike was an order, an alertness, an interest, which seems wonderful, especially when we remember that children are admitted legally at five years of age, and are often in fact sent to school earlier; that they are constantly employed in what may be called recitation, with only the recesses and the momentary ‘exercise’ at the close of each lesson in which relaxation is possible. Probably one sees here the practical exemplification of the principle that change of employment is the real rest.

In the Grammar schools, as in the Normal, I was met by written examinations; but here, as the questions were read by the principal and the answers written in a certain limited time, there was something of interest. As all stood at the reading of the problem and were seated as they completed it, there was presented the usual sliding scale, reaching from the boy who seemed to arrive intuitively at results down to the forlorn urchin who took his seat only when the master said ‘all down’.

I was shown through the various rooms of this school—one of the largest in the city,—a school in which there are eleven hundred boys, where an almost military order in the passing of classes and the dismissal of the pupils is maintained. Corporal punishment being forbidden by the regulations of the board, I was curious to know the *dernier ressort*. I was informed that it was—as one might, of course, inter—expulsion; but that the getting of a pupil out of school by due process of law was, owing to the complicated machinery of the adminis-

tration, a process both tedious and difficult. It therefore became the policy of teachers to secure the coöperation of parents, and to counsel, in extreme cases, the withdrawal of pupils; but that the main reliance was, after all, upon the establishment and maintenance of such relations between teacher and taught as should lead to a unity of interests and to a consequent harmonious working together for identical results. Said this principal, who has had an extremely successful and lengthy experience, "Most of the trouble in discipline is the teacher's fault"; and, of course, he was right: still, there are schools—and schools.

The year closes in the grammar schools with certain public exercises, of which reading, music and declamation form a large part; on this occasion are presented various certificates to meritorious pupils, and diplomas to the graduates; for here there are graduates of grammar schools. One of these 'receptions' I attended; but my impression of it was not altogether agreeable; still, it is not just—in this instance, at least—to judge all from one. The school was in an obscure portion of the city; its pupils were, apparently, of foreign parentage, and its grade low.

The difficulties in the way of seeing the real work of the schools were those incident to the close of the scholastic year merely; through the courtesy of the superintendent and the kindness of teachers, every opportunity of learning all that could be learned of the schools was afforded me. If any fault be found with New-York principals, it certainly will not be on the ground of inattention or discourtesy to visitors.

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#### A SHORT TALK ABOUT SOME LITTLE THINGS.

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KAISER WILLIAM once said that "a kingdom may be lost by one neglected button, as this may be the beginning of negligence which will end in disaster."

The value of trifles as an indication of character is well understood by all who are charged with the oversight of great matters and who necessarily depend upon numerous subordinates to carry out their plans. We should be reluctant to commit our lives to the mercy of an engine-driver who allowed his machine to tarnish or rust, because we should fear that the same negligence might overlook a loosened



bolt or a cracked wheel. So with soldiers on parade. If they come on with rusty musket, unpolished boots, and accoutrements awry, we might justly mistrust the condition of their locks and cartridge-boxes. Hence the importance attached by officers to the punctilious observance of trifling forms of military etiquette and good-breeding. Not that the less includes the greater, or is always a certain indication of its existence, but it is at least *prima-facie* evidence, and is, moreover, what is of still more consequence, the best means of forming the habit of carefulness in all things.

But, lest the introduction be longer than the sermon, I will come at once to the main proposition. The subject has a twofold application in the school-room.

No one can teach a good school, or, to be more exact, can teach a school so that it shall be a good school, who is indifferent to her own appearance, manners, and speech. The first object that generally engages the observation of a visitor in your room is the condition of your desk. Are your reference-books strewed around in delightful confusion, so that the whole assortment must be pawed over before you can lay hands on the one you want? Are your exercise-papers on all shapes and qualities of paper, and are they heaped up or scattered about in a hopelessly-chaotic state? Is your chalk-box half full of the packing-dust, with here and there a bit of crayon thrusting its head out waiting to be fished up? Is there a heap of rusty pens in one corner, and a pile of mutilated and useless holders in another? And is there a week's accumulation of dust over and among all? If such is the condition of affairs at the seat of government—and I am sorry to say that it some times is so,—farther inspection into the general condition of affairs in your little kingdom is scarcely necessary, it can be easily inferred.

At the risk of appearing to deal in trifles myself, I will make some suggestions as to the condition of your desk.

In the first place, never allow any thing to be deposited upon it which there is not fairly room for, nor, indeed, any thing which seems at all out of place. Let the reference-books be placed so that the titles shall all be in sight, and have them all the same side up. Require all exercise or examination papers to be of uniform size and shape, and folded alike, if folded at all. They should be collected upon some uniform and systematic plan, and while in your possession should be either fastened together or neatly filed. Never have a chalk-box lying around with the saw-dust in it. When you need a

new supply of crayons, have them carefully taken out of the packing and placed in a box kept for the purpose. Allow no refuse matter of any kind to remain for a moment on your desk, but let it be deposited at once in the waste-box.

I said that no one can teach a good school who is indifferent to her own appearance, manners, and speech. I need not enlarge upon these points, for no person who is exact in regard to the other things mentioned will be likely to offend in these. As well might you look for vulgarity or profanity in a pulpit.

A teacher who is thoroughly refined in her own person and neat in her school-room surroundings will find little difficulty in securing like habits in her pupils. It is here that the second application of the subject comes in. Neatness and good order should be required of every pupil no less than the performance of the tasks assigned. I use good order in the special sense of having a place for every thing and every thing in its place. Frequent inspection of pupils' desks and specific directions as to the condition in which they are to be kept are necessary, in addition to the teacher's own example. Every pupil should be held strictly accountable not only for the condition of his desk, books, and slate, but for the condition of the floor around him. Allow no dirt—*i.e.*, 'matter out of place'—to wait there for the janitor's broom. I form some opinion of a school by seeing the sweepings which come out at the door.

Show me a school-room in which, five minutes after the teacher has turned the key on the door, every thing shall be found precisely where it ought to be, in which there is nothing on the desks or in the desks or on the floor to offend the eye, and I need no one to assure that in that room there is a quiet, orderly and industrious school, that careful and thorough work is done by both teacher and scholars, and that cheerfulness and good will are the forces which regulate the whole. R.

*Galesburg, Aug. 11th.*

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#### EXAMINATIONS AND PROMOTIONS.\*

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WHEN I consented to take some part in this discussion, it was with an expressed provision that I might put in writing what I had to

A paper by J. H. BLODGETT, of Rockford, Ill., read at the Princeton Principals' Meeting, July, 1872.

say, if prevented from attending. It was then probable I should be called from home in another direction; but home duties come up to claim precedence of all other calls now. An accident, that temporarily makes writing very laborious, may keep these notes within desirable limits.

At the risk of going over ground fairly occupied by the gentleman who opens this discussion, I venture to speak of some points that suggest themselves as important. We are at once led back to the question of the purpose of school work. The very topic assigned, *Examinations and Promotions*, suggests something artificial, and I may say unnatural. It suggests a system so huge that the close knowledge of the trainer no longer accompanies the growth of mental vigor and intellectual power under his hand. It suggests that, in stead of knowing by close personal sympathy, day by day and hour by hour, the needs of the child, the machinery has demanded attachments of gauges and measurements, rules and formulas, that shall approximate an indication of the mental condition and the educational needs of the child. To put this in another way: if a parent or a teacher were so thoroughly identified with the work of the child as theoretically one in constant intercourse with and care of the child ought to be, no examinations in form, no promotions, so called, would appear in the scheme. The guide in the child's training would know at any moment what he could do, and would be able to train in such way as to repeat the experience of the man who lifted the ox by lifting it daily in its growth from the calf. In point of fact, very few of teachers, or even of parents, have such knowledge of those under their care as to read their condition in its hourly changes of increasing knowledge, of strengthening physical forces, and in the fluctuations of health. Then, too, false ideas gain a foothold: the gathering for formal education is regarded as a place for cramming with facts, as though facts were not always abundant and always more numerous than we learn to manage. Parents and teachers alike too often forget the *training* that school should furnish; forget that the greatest work of teaching is not through some lecture-system of piling up facts, but in training in the ways of seeking facts, in the philosophy of the connection of facts, and in the methods of using facts. All alike too often forget how thoroughly men have been educated by circumstances who never knew any thing of the latest patent free-graded-school system, who were robust thinkers without improved furniture, and who were public benefactors without Mansard roofs.

There is a reaction gathering against the present work of our grand public school system, of which the editorials of *The Advance* and the unrest of many others are but as admonitory bubblings foreshadowing a tremendous counter current. To oppose it is useless. To look up the causes of some of this dissatisfaction on the part of patriotic men, and to turn the winding current forward again, is possible. The examinations and promotions will be found to cover a great many objectionable features,—features, too, which can in some degree be modified, but which grow uglier and harsher in proportion as sympathy between the candidate and the examining authority is diminished. Where examinations are made a mere gauge of immediately-available knowledge, they may, under some circumstances, especially where dealing with numbers too vast for knowledge of personal circumstances, afford an approximate indication of the fitness of a number of persons to class thenceforth together; but any intelligent teacher of wide experience can call up cases enough in which he knows that some rejected applicant was better calculated for the demands of the higher position than some of those who passed the required number of marks.

The Chicago Board were obliged to pass a rule refusing to reexamine rejected applicants for teachers' certificates until after certain periods of time, as certain people, without additional study, would come to successive examinations till they, as by luck, would get the required percentage: so I was informed, at any rate, and it fairly illustrates what constantly occurs where great numbers are brought into competition for school promotion. Shrewd superficiality gains some clue to the notions of examiners; hesitating, modest, timid worth goes down under its own fluttering, which a wise board often read as the confession of ignorance.

It is not simply to know the knowledge of to-day: it is rather to test the power to do like work, the equality in mental capacity, mental vigor, mental accuracy, with due regard to the physical stamina that shall support the like labors, that we need. The vast systems of great cities seem almost inevitably driven to the basis of the test of present knowledge, as imperfectly ascertained by a series of questions that, as a matter of necessity, take complexion from peculiar views and training of the examiner. Our larger towns follow in the same track. But we need all to recognize a weakness here, and to do all in our power to diminish the injustice and the inevitable injury of a system of what might be called cold-blooded examinations and promotions.

Physical condition, mental energy, previous habits, present surroundings, *motive power*, age, and relative activity, are some of the points not less important than the point usually and so readily seized upon as the prominent test of classification. These can not be accurately known where the examiner must deal with a large number; and, under the rule of the greatest good to the greatest number, there is a kind of intellectual slaughter only equaled by the physical slaughter that consigns the individual soldier to the bullet or the deadly fever for the good of the army or of the country. It is the stifling of individual sympathies, the crushing-out of personal demands, the loss of complete humanity, the establishment of the relations of machinery in which children are but cogs, grades but wheels, and departments but shafts, that lead to desperate expedients for reform without always analyzing the causes of dissatisfaction with the present state of things.

I urged (at Dixon) as a strong point in the improvement of our schools the promotion of the teacher with her pupils, so far as it could be done; and the conviction grows upon me that the continued influence of a judicious teacher upon the pupil with whose personal needs she had learned to sympathize, with whose personal successes she had become identified, is one of the most desirable of our forces. Within some general limits, this would diminish formal test examinations. There would be more cases in which the teacher would know with constant accuracy the advancement, the power and the deficiencies of a pupil; the cases of loss by absence at the prescribed time of presenting stated topics would be diminished, and we should begin to restore *personal influence* to its true and commanding position in any genuine education. We are perfecting the machinery of our system: are we making any better men and women than lived before the ten-months free graded schools? Patrick Henry and Benjamin Franklin and Abraham Lincoln, at the age of twenty, might have fared hard at the hands of a modern board of examiners, and might have been consigned to some primary basement to study up the answers which the examiners themselves so often are obliged to verify from the book.

Examinations are a necessary evil, an evil growing out of the inability to keep up the proper knowledge of the growth under one's hand, and somewhat, too, out of the need of a tangible basis of comparison, by which overconfident parents can be made to see that their son or daughter can not do the work which the son or daughter of some body else can do. Used as checks to the claims of biased pride,

as records of prescribed attainment, guarded by due regard to health, age and circumstances of the candidate, they may yet serve a useful purpose. Used as an end, making the answers to a few set questions the inflexible test of promotions, they are unjust, dwarfing in their teachings intellectually, demoralizing in their moral tendencies, and a gross perversion of education.

### ILLINOIS INDUSTRIAL UNIVERSITY.

WE feel impelled to ask attention to some of the interesting statements contained in the catalogue of this institution. We do not wonder that, at the recent Annual Meeting of the Illinois Press Association in Champaign, there should have been so general an expression of admiration, in view of the rapid yet healthy growth of the University. The whole number of students last year was 388.

**PROPERTY AND FUNDS.**—Besides the lands and buildings, which are, with furniture, library, etc., valued at \$300,000, the University owns 25,000 acres of well-selected lands in Minnesota and Nebraska. It has, also, endowment funds invested in state and county bonds, amounting to \$364,000, besides other property and avails valued at \$33,000. The state has appropriated \$25,000 to the Agricultural Department for barns, tools, stock, etc.; \$20,000 to the Horticultural Department for green-house, barns, drainage, tools, trees, etc.; \$25,000 for Mechanical and Military building, machinery, etc.; \$75,000 to begin the erection of the main building, which is to cost \$150,000; \$10,500 to furnish the Chemical Laboratory; and \$20,000 for library and apparatus.

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gineering; 3. School of Mining Engineering; 4. School of Architecture. III. *The College of Natural Science*, subdivided into two schools, as follows: 1. School of Chemistry; 2. School of Natural History. IV. *The College of Literature and Science*, subdivided into two schools, as follows: 1. School of English and Modern Languages; 2. School of Ancient Languages and Literature. Also, a School of Commerce, a School of Military Science, and a School of Domestic Science and Arts.

The facilities here for obtaining a practical knowledge of Chemistry are believed to be unsurpassed by those of any institution in the West. In addition to the usual apparatus found in every laboratory, is an extensive series of instruments recently purchased in Europe.

The purpose of the School of Domestic Science and Art is to provide a full course of instruction in the arts of the household, and the sciences relating thereto. No industry is more important to human happiness and well-being than that which makes the home. And this industry involves principles of science as many and as profound as those which control any other human employment. It includes the architecture of the dwelling-house, with the laws of heating and ventilation; the principles of physiology and hygiene as applied to the sick and the well; the nature, uses, preservation and preparation of food, animal and vegetable, for the healthful and for invalids; the chemistry of cooking; the uses, construction, materials and hygiene of dress; the principles of taste as applied to ornamentation, furniture, clothing, and landscapes; horticulture, and culture of both house and garden plants; the laws of markets; and the usages of society, and laws of etiquette and social life. It is intended eventually to develop the course to cover all the topics named, and whatever else may pertain to domestic economy. The instruction in this school will begin with the next college year, and will be developed as fast as practicable. It is expected that the old university building will be thoroughly refitted, and devoted to the use of lady students, and to the Schools of Domestic Science and other schools for women, when the new building is fully prepared and occupied. But a year must elapse before the transfer can be effected. To meet the demand for a boarding-house, where young ladies may find suitable accommodations and care, arrangements are in progress to open near the University a large boarding-hall, which will afford good rooms for about 40 students, with parlor, dining-room, kitchen, laundry, and music-room; the whole to be under the charge of a competent steward and matron. The

boarders will share the expense of provisions, and, under the direction of the matron, will perform the labors of the house, thus receiving valuable lessons in domestic arts, and diminishing the students' expenses.

The Daily Journal of Jacksonville says:

"The Industrial University, like Champaign itself, has not been properly appreciated by the people of the state, and the Journal proposes to do what little it can to correct the mistaken impressions.

"We confess to a previous belief that the Industrial University was a kind of asylum, where broken-down clergymen and impractical artisans were engaged in turning out a lot of sickly nondescripts, who, between a smattering of Latin, Greek from a chemical standpoint, and a few ideas about gentlemen's farming, would be worth but little to themselves or any body else. But this was all a great mistake. After having examined the whole institution, from the alcoves of the library to the basement of the stock barn, we are completely satisfied that the Illinois Industrial University is to-day, young as it is, the beginning of the grandest polytechnic school in the United States of America.

"The new mechanical building is in the new mediæval style, with an immense drill-room above, and workshops below. A beautiful engine, made by the students, was in operation, running a variety of wood- and iron-working machines. A large number of mathematical and other instruments made by the students were exhibited. Indeed, they have not only made supplies for themselves, but are receiving large and remunerative orders from other institutions; and quite a number of students continue their work at fair wages during the entire vacation. Draughting-rooms and rooms for kindred objects are connected with this fine building, which is a workshop from which the state has reason to expect much. The conservatory, model farmhouse, and model barn, are also very attractive features, particularly the latter, which is really a model barn, having all the conveniences, including a steam engine to hoist and cut feed. Some eight or ten head of thorough-bred stock find shelter in this barn, and challenge the admiration of all visitors. In fine, the Industrial University has made a noble beginning, and can not fail to be a matter of pride to all who inform themselves in regard to its claims. Dr. Gregory, the President, seems to be the right man in the right place, and his confrères are modest but enthusiastic gentlemen. God speed them in their work."



## EDITORIAL DEPARTMENT.

*THE NATIONAL EDUCATIONAL ASSOCIATION*

THE twelfth annual meeting of this body was held, according to previous announcement, in Boston, on the 6th, 7th and 8th of August. The attendance was good, but not so large as in some former years. The exercises were characterized by earnestness and zeal, and a directness of purpose on the part of those who participated in them. We think that there have been few meetings of the Association in which more good work has been done. The day sessions were held in the girls' high and normal school building, which is finely adapted to meet the wants of such a gathering. The evening lectures were at the Lowell Institute.

## TUESDAY MORNING.

The President, E. E. White, of Ohio, occupied the chair. The Divine blessing was invoked by the Rev. A. A. Miner, D.D., after which His Honor Mayor Gaston made a brief address of welcome as chief magistrate of the city. The Rev. R. C. Waterston, of the Boston school committee, followed the mayor in a similar strain, and F. H. Underwood, of the same committee, made some facetious remarks, which put the meeting into a merry humor for a time.

The President of the Association followed Mr. Underwood, thanking the city for the hearty welcome which had been extended to the Association. He continued by speaking in words of highest eulogy of what Massachusetts had done for the cause of education, and said that the Association had come to do honor to that New England which had given the great army of teachers to the country, and to pay that homage from their hearts which was so justly due to her. He said, in conclusion, after extending a welcome to his fellow workers of the South, who stood shoulder to shoulder with their brothers in the warfare against ignorance, that he hoped the Association would deport itself in such a manner as to increase rather than diminish the respect felt for it in Boston. After saying that he would not occupy the time of the Association with a formal address, he invited the attention of the assembly to four questions, which would come up for consideration during the meetings of the Association, viz: How can education be made universal? How shall we make our teachers more thorough and more skillful? How shall the qualification and fitness of the teacher be determined? How shall the education of women be provided? To the consideration of these topics he invited the attention of the Association. In conclusion, he thanked the Association for the signal honor given him by the invitation to preside over its deliberations, and hoped he should be able to perform the work to the satisfaction of those who reposed the trust in him.

After the appointment of Assistant Secretary and Assistant Treasurers the general meeting adjourned until evening.

## TUESDAY AFTERNOON.

*Department Meetings.*

The afternoon was occupied by meetings of the four departments into which the Association is divided: Elementary, Normal, Superintendence, and Higher In-

struction. The spacious rooms of the girls' high and normal school afforded accommodations for all the meetings, reports of which follow.

**ELEMENTARY DEPARTMENT.**—In the Elementary Department the exercises opened with some pleasant remarks by the President, Miss D. A. Lathrop, of Cincinnati, Ohio.

Mr. N. A. Calkins, the Assistant Superintendent of Schools of New-York City, then read an able paper on *Object Teaching*. He said: Those who arrange the plans for the education of the minds of children need to have the clearest perception of their natural tendencies and proclivities. We can not add a new faculty to the mind; but we can surround it with new influences which will be of incalculable benefit. Some methods of teaching are unlike those which Nature presents, and the habits of observation are retarded in stead of developed. Children want to see with their own eyes whatever is around them; but in school-rooms the real things are kept out of sight, while they are told to learn what others know about them. No wonder that pupils hail with unbounded joy the holidays when they are allowed to roam the fields and woods, and learn Nature's lessons at first hand. He contrasted the methods of instruction in the Kindergarten school with the system of the ordinary primary schools. The true office of object-teaching is to prepare pupils for the study of text-books. In conclusion, he briefly stated the proper methods of object-teaching. Objective instruction can most readily open the gates of science. To know is a great attainment; to know how to do is a high art. The first comprises knowledge; the second, the ability to use it. To secure the great attainment is the first duty of every teacher; to master the high art is of equal importance; it makes the first valuable and insures success in its use. Doing the same thing may be both easy and difficult—easy when done in the right way, difficult when done in the wrong way. Let teachers remember their first duty in regard to methods of instruction—to know which ones are in harmony with Nature; also, to take due care in so attending to the second as to master the high art of using these methods in the best manner, and a crown of success shall be their reward.

The discussion on the paper was opened by Mr. Z. Richards, of Washington, D. C. He thought that a thorough reform is needed in our system of primary instruction, and that object-teaching should become a principle, in stead of a conviction as at present. He was convinced that we are radically wrong in our whole system of primary instruction, in both our school-rooms, our play-rooms, and our books. He thought that the hot-house system must be done away with.

Mr. A. Bronson Alcott, of Concord, Mass. and others followed in the discussion.

After a short recess, Mr. M. A. Newell, Principal of the State Normal School in Baltimore, read a paper on *English Grammar in the Elementary Schools*. He said that among modern writers of distinction not one in a hundred ever studied English Grammar as such. We might as well try to learn to dance by studying anatomical forms, to sing by studying Tyndall on Sound, as to learn to speak the English language by studying English Grammar. We learn to sing by singing, and to draw by drawing, and in the same way we must be taught to speak and write correctly by speaking and writing. He thought it a mistake to place the theory before the art: not that a thorough artist did not need to know the principles of his art, but he must be an artist in order to require the knowledge of the prin-

ciples. A child when it comes to school must be required to speak correctly every word it knows, in the first place, by vocal drill; in the second place, to combine grammatically in sentences the words it knows. This must be done by requiring every child to speak in full sentences whatever it wishes to express. He thought that text-books in the study of grammar should be abolished in all grades below the high school.

The discussion of the subject was opened by W. E. Crosby, Superintendent of Schools in Davenport, Iowa. He held that theory and practice must go hand in hand. He thought that close inquiry into the relations of words to each other turned the mind upon itself and led it to understand itself. By his own experience, he had found that the combination of the theory and the practice had been the most successful. Other speeches followed, after which the meeting adjourned until to-morrow afternoon at 2½ o'clock.

**NORMAL DEPARTMENT.**—This department was under the direction of Mr. C. C. Rounds, of Maine.

The first paper read was one by Mr. J. C. Greenough, Principal of the State Normal School, Rhode Island, the subject being *What is the Proper Work of the Normal School?* The speaker began by showing the importance of the question. What is the proper work of a normal school? Normal schools are expected to take the lead both in preparing teachers and in improving methods of instruction. Normal schools are important sources of professional enthusiasm. The object of our existing normal schools is to prepare teachers of our common schools for their work, though professional schools are needed to furnish teachers for institutions of higher grade. The instruction furnished in a normal school must depend in part upon the intellectual condition of those who are admitted, and in part upon the kind of schools which are found in the locality of any given normal school. Reasons were adduced, showing that every normal school should at least furnish teachers of elementary schools. It was then urged that the most important things to be regarded in providing professional instruction for teachers were the laws of mental activity and development. A brief outline of the mental powers was then given, and the relation of one to another. The importance of proper elementary instruction for the purpose of developing the presentative faculties and for the purpose of furnishing the materials of future progress was then urged with force, and the course of study adapted to elementary and scientific instruction was clearly shown. The question "In what way shall the pupils of a normal school gain the needed knowledge?" was next considered. After noticing the relation of teaching and study, the modes of teaching practiced in our schools were noticed under three heads, viz., text-book teaching, lecturing, and teaching proper, which consists in fixing the pupil's attention upon the real object or subject of study, and so directing him that he will obtain correct ideas and embody them in correct expressions. Modes of recitation were then considered, and the importance of pupils of a normal school reciting the lessons assigned, by actual teaching, was urged. Professional skill comes by professional drill. The importance of a practical training of a teacher in the principles of mental philosophy throughout his course of preparation was next enforced. Practice schools have their place and their value, but there are advantages of having one member of a normal class teach while the others take the position of young pupils. Apparatus and objects

are needed in elementary instruction as much as books. The progress of elementary education is retarded by the common want of apparatus and mineralogical and other collections in our schools. Passing from the intellectual preparation of the teacher, the speaker affirmed that the sources of a teacher's power are found in his sensibilities rather than in his intellect, and then proceeded to show some ways in which the emotional nature may be made to minister to one's effectiveness in teaching. (1) By æsthetic culture. (2) Teaching should be made a life-work, in order that the emotions may press in full strength toward its accomplishment. (3) The normal pupil should be led to appreciate the teacher's work in its relations to the highest good of the individual and of society. (4) By the contemplation of the lives of eminent teachers, the normal pupil should be led to form a high ideal of the true teacher. (5) The moral and the religious nature of the teacher should be enlisted in the work.

The paper was discussed by Mr. Boyden, of the Bridgewater Normal School; Dr. Levison, of New York; and Mr. Fletcher, of Maine.

The further consideration of the subject was postponed, in order that General S. C. Armstrong, of the Colored Normal School at Hampden, Va., might speak of normal schools among the freedmen. He said that about four-fifths of the illiterate persons in the country were in the Southern States. It will be generations before the colored teachers will be admitted to the higher white schools of the South, and during that time they must be trained in normal schools supported by the charity of the North. There is a growing demand for colored teachers—a demand much beyond the supply. Industrial education is much needed. The normal school for freedmen should be religious, but not sectarian, though it had better be sectarian than not religious. Those studies which develop the reasoning powers are most practical for the colored race. In Hampden Normal School industrial instruction is given, the students working one day in each week, besides Saturdays; and making as much progress as where they study the entire week. The need of colored teachers is increasing constantly, and the future of the race depends upon their education.

Miss Anna C. Brackett, of New York, recently of St. Louis, followed with a paper upon *The American Normal School*. She said the American normal school should give to its pupils the garnered treasures of all the past, and send them forth with the abilities to dispense them. It should also give its pupil, though sparingly, special methods and rules for doing his work. A larger proportion of teachers are women than ever before, and they are doing their work successfully. The frequent changes of teachers call for a uniform system of normal-school teaching. The teaching should be practical, and embrace what is learned by contact with the world, as preparing women to teach boys; their own hearts will show them how to teach girls. Children must be taught how to acquire knowledge from the book, and normal schools should fit teachers to do this work.

It being late when the reading of the paper was finished, no discussion was had upon it, and the department adjourned.

SUPERINTENDENTS' DEPARTMENT.—Mr. John Hancock, of Cincinnati, occupied the chair, and A. P. Marble, Superintendent of Schools in Worcester, filled the office of Secretary. The essay was by H. F. Harrington, Superintendent of Schools in New Bedford, upon *The Extent, Methods and Value of Supervision in a*

*System of Schools.* The theory of the speaker was that there should be a state, a county and a city or town superintendent, all salaried by the state. The system of local school boards was condemned by the essayist as wholly inefficient. And as nothing of importance ever succeeded without supervision, he thought that the value of supervisors, in matters of education, could not be overestimated. At the close of the speaker's address, the subject was opened for discussion, and the following gentlemen participated, the general tenor of their remarks according with the essay: W. T. Harris, Superintendent of Schools at St. Louis; J. P. Wickersham, State Superintendent of Schools of Pennsylvania; Hon. Joseph White, Secretary of the Massachusetts State Board of Education, and others.

DEPARTMENT OF HIGHER INSTRUCTION.—President Wallace, of Monmouth College, Illinois, read a paper on *College Degrees*. These, he said, are designed to be specific measures of attainment. They are of two kinds: those conferred after examination, and those conferred without examination, the latter being honorary degrees. The special significance of a degree of bachelor of arts, for example, should be the same in all colleges. The degrees of D.D. and LL.D. should be based upon attainments as well defined as the lower degrees. These attainments can not be ascertained by examination, but can be by other means in a sufficiently satisfactory manner. The plan of examination for the degrees by college professors is objectionable, as it is apt to be lax. As a remedy for the evils of irregularity of conditions on which degrees are bestowed, it was suggested that each state should establish a senate of learned men to pass upon the qualifications of candidates for degrees from the several colleges within its borders. The degree itself should be conferred in the usual manner, on commencement-day, by the college concerned; but, to give validity to the degree, the previous examination of the senate and its seal and certificate should be essential.

In the discussion which followed, President Eliot, of Harvard University, assented to the leading ideas presented in the paper, but thought that the practical difficulty of the scheme was that it would operate against the weak colleges, and the weak colleges are always in the majority. The difficulty at Cambridge is to secure proper examiners outside the list of college professors. None but practical teachers make good examiners. He suggested, as a temporary measure, that the German system might be adopted,—a system which provides that in the use of the title the name of the college should follow; as, for example, LL.D. Berl., meaning the degree of doctor of laws, granted by Berlin University. He stated that the degree of master of arts would not be given hereafter at Cambridge, except upon examination. Among the speakers who followed was Dr. Gregory, of Illinois, who suggested that, in the public estimation, college degrees amount to but little. The American mind is practical in its action, and asks rather what a man is doing at present than what college degree he had received years before. President Eliot referred again to the proposition of President Wallace that each state should support a university which alone should have the power of conferring degrees. He thought that the new idea of thirty-seven or thirty-eight universities in a population of forty millions was preposterous. There was material neither of money, students, nor instructors, in any one state to support a university.

## TUESDAY EVENING.

The Association reassembled at eight P.M. in the Lowell Institute. Rev. A. D. Mayo, of Cincinnati, read an essay on *Methods of Moral Instruction in Public Schools*.

No synopsis of this lecture can do it justice. It was able, eloquent, and inspiring, and should be read by all the teachers of the land.

Dr. Gregory, of the Illinois Industrial University, and Joseph White, Secretary of the Mass. Board of Education, followed in brief remarks.

## WEDNESDAY MORNING.

After prayer by Rev. Dr. Wallace, of Illinois, a committee on places for teachers, and another on resolutions, were appointed.

An invitation was received and read from the Massachusetts Institute of Technology, inviting the members of the Association to visit the institute. The invitation was accepted, and an expression of thanks was tendered.

Dr. J. W. Hoyt, of Wisconsin, presented a report in behalf of the Committee on a National University, in which it was stated that the committee had devised plans for conducting such an institution, and were happy to report that the prospects of its future existence were favorable.

At ten o'clock, Mr. William F. Phelps, Principal of the First State Normal School, Minnesota, read a paper on *The System of Normal Training-Schools Best Adapted to the Wants of our People*. The essayist traced the history of the growth of normal schools, from the time when the first one was opened, in July, 1839, at Lexington, Mass., until the present day, when all the Northern and Northwestern and some of the Southern States are provided with teachers' seminaries. Acknowledging the defects in the present system, he pleaded not only for wider instruction in book-knowledge in our schools, but also for more care in the development of characters, morals, and habits. As one step toward making education a science, he recommended that every college should have a professor of teaching, and that every state should have a higher normal training-school, with a supplementary one in each county.

After a few songs from the Jubilee Singers, the discussion of the paper was opened by Mr. D. B. Hagar, of the Salem Normal School, who was followed by others.

A paper on the *Educational Lessons of Statistics* was then read by Hon. John Eaton, jr., National Commissioner of Education. Many amusing anecdotes were related of the style of education in the olden time, taken from the ancient records. In Boston, in 1825, public schools were opened for girls for the first time; but two years afterward the applications for admission became so numerous that Mayor Josiah Quincy had them closed as a failure. Among the lessons taught by the census of 1870 were the facts that there were 6,550,808 youths under instruction in our public schools, at a cost of \$94,190,166, or \$14 per capita; that the cost per capita in private institutions was over \$8 more than in public ones; that there were 5,543,479 persons in the country who could not write; that while 300,000 voters in America, turning from one side to the other, would control a Presidential

election, this was  $\frac{1}{6}$  less than the number of illiterate males entitled to vote; that it was proved that educated labor was worth one-fourth more than uneducated labor, and in most of the states this increase would amount to many times the cost of the support of public schools. These facts had a meaning which would be apparent to every one.

## WEDNESDAY AFTERNOON.

**ELEMENTARY DEPARTMENT.**—In the Elementary Department the exercises began with the reading of a paper on *The Adaptation of Froebel's Educational Ideas to American Institutions*, by W. N. Hailman, of Louisville, Ky. He thought that the United States offered the greatest fields for the system of education invented by Froebel. One reason for need of the system was the character of our people, and of this we can be proud; but, on the other hand, our present general system of education is one of the worst in the world; indeed, we can not in many cases rightly call it by the name of an education. He proposed the appointment of a committee of true-hearted, clear-headed people from all parts of the land to examine this system and consider what is needed to adapt it to the wants of our schools, and report at the next meeting of the department. In closing, he offered a resolution to that effect.

After remarks by Dr. A. Douai, of New Jersey, and Miss Elizabeth Penbody, both of whom spoke in commendation of Froebel's system, the resolution was adopted, and a committee of seven was appointed to carry out its provisions.

After a short recess, Mr. Ambrose P. Kelsey, Principal of the High School in Clinton, N.Y., read a paper on *School Architecture and Furniture*.

**NORMAL DEPARTMENT.**—In this department, the paper announced for the first hour having been read on Tuesday by Gen. Armstrong, the exercises were opened with a discussion of the papers of Mr. Greenough and Miss Brackett on Normal Schools.

Mr. Williams, of Vermont, began the discussion by saying that he believed the work of the normal school was not to teach subjects, but methods. No scholar ought to be admitted to a normal school until all subjects had been mastered, and then two or three years should be spent in learning how to teach.

Mr. George P. Beard, of Warrensburg, Mo., was the next speaker. He differed from Mr. Williams, and thought that subjects needed to be taught. Those fitting for teachers can not devote time to the separate study of subjects and methods. They should be combined. He thought the form of recitation in the normal schools should be topical.

The discussion was continued at considerable length, some contending that the normal school should teach methods alone, and others that methods and subjects should be combined. At the close of this discussion, Hon. T. W. Harvey, State Commissioner of Schools for Ohio, was introduced, and read a paper on *Professional Training in Normal Schools*. He said there was doubt whether it was wise to establish expensive normal schools for the training of teachers while but a small proportion of those trained make teaching a permanent profession. Our higher schools can furnish the academic training required, and it is not desirable to duplicate this agency for the same work. Except incidentally in city normal schools,

there should be no academic teaching; academic instruction should be given previously, and normal-school training should be purely professional. State normal schools will train many who will not continue as professional teachers for life. The course in the normal school should be adapted mainly to the wants of those who intend making teaching a profession, leaving to normal institutes, state and county, and other institutions, the training of those who engage in the work for briefer periods.

Mr. J. H. Hoose, of Cortland, N.Y., being the first speaker, said there was a lack of unanimity in the methods of governing normal schools and imparting instruction. He would be in favor of professional instruction if there were any professional elements from which to work. There were axioms enough and an abundance of thought, but these were not united.

Mr. Phelps, of Minnesota, said he agreed with the essayist that normal schools should be purely professional schools, and he believed they could be such, even if academic education were given. He would not teach methods so much as principles. The system which would be effective in Massachusetts would be a failure in Minnesota. Normal schools should build up the school system of the state, and their instruction must begin where that of other schools ends. In the West this requires academic combined with professional instruction. Elementary normal schools—localized institutions,—where subjects shall be taught, are necessary in the West.

Professor J. P. Wickersham, State Superintendent of Pennsylvania, was the next speaker. He thought there would, for many years yet, be two classes of teachers: one permanent, the other temporary. This necessitates two grades of normal schools. In one of these only professional work will be done; in the other, academic as well, where a few months' instruction will be given. We are drifting toward the time when these graded normal schools will be established.

Mr. A. Bronson Alcott, of Concord, Mass., said he doubted if the American system of education were equal to that of ancient Greece. He would go to Athens for a model, rather than to Germany. He believed in idealists as well as practical men. Men must be up in the clouds to see what is going on. Common sense was valuable, but uncommon sense was more so. He entertained the company for a quarter of an hour with remarks developing this line of thought, and closed the discussion.

**SUPERINTENDENTS' DEPARTMENT.**—In this department, a paper on the early withdrawal of pupils from school, its causes and remedies, was read by W. T. Harris, Superintendent of Schools of St. Louis. One of the principal causes of early withdrawal of pupils from schools he held to be found in the neglect of early education; consequently, he would have the age at which scholars were admitted to school reduced to four years, hoping thus to develop in the children a love for study, and sparing them the mortification of being attached to classes for which their age had unfitted them. A second reason he found to be defective discipline, and want of skill on the part of the teacher: the first difficulty making the withdrawal of many scholars necessary, and the other making it oftentimes advisable. A third, and perhaps the most fruitful cause, was to be found in defective grading.



The result of this mistake was to keep part of the members of a class strained to the utmost, in order to maintain a proper standard, while others were not exercised to the extent required. Those who were overworked would very likely drop from the class, and possibly from the school. He would do away with the yearly examination for promotion, believing a period of six weeks or two months sufficient to intervene between such tests.

In the discussion that followed, some differed from the essayist in the recommendations that children be admitted to school at an earlier age, and that examinations for promotions be more frequent. Others coincided with Mr. Harris in his views on these points.

DEPARTMENT OF HIGHER INSTRUCTION.—The session of the Department of Higher Instruction was held at the lecture-room of the Institute of Technology, President Wallace, of Monmouth College, presiding.

The first paper read was a report of a Committee on the proper Pronunciation of the Greek and Latin languages. This was read by Prof. Tyler, of Knox College, Illinois, chairman of the committee. For the Greek, the rules laid down in Goodwin's Greek Grammar were substantially followed. For the Latin, the ancient Roman pronunciation was recommended. Considerable discussion followed, but no action was taken upon the report.

Professor Pickering, of the Technological Institute, was now introduced to make an address on *Laboratory Methods of Teaching Physics*. The old method was solely by lectures illustrated by experiments made in the presence of students. In the institute this was still followed as the preliminary instruction, after which, each student was given an opportunity to study the science practically, by manipulating, each for himself, under the direction of the professor, the apparatus, or whatever was used, in exemplifying the abstract truths of the science. The professor illustrated his method on one or two instruments by a demonstration in the presence of the audience.

Professor Slater, of Harvard College, followed with an address upon the *Method of Teaching Natural History*. This, he said, as practiced by him, embodied the same leading principles as had just been suggested by Professor Pickering, the aim being to give the student a practical quite as much as a theoretical knowledge of the science. A text-book served as the basis of teaching, but was quite insufficient for thorough instruction.

#### WEDNESDAY EVENING.

The general Association met in the evening at Lowell-Institute Hall, E. E. White presiding.

Hon. Newton Bateman, of Illinois, was the lecturer of the evening, his subject being *Compulsory School Attendance*. The lecturer discussed the subject at great length and with great variety of illustration, concluding that public opinion would sustain the enforcement of a school-law of the kind suggested.

At the close of the lecture, Mr. F. H. Underwood, of the Boston School Committee, announced that there would be a reception of members of the Association at Faneuil Hall, Thursday evening, at which a collation would be provided.

## THURSDAY MORNING.

A communication was read from the German American Teachers' Association of Hoboken, N. Y., requesting permission to coöperate with the National Association at its general sessions and in the department meetings, and offering to present at the next annual meeting the plans and methods of some German educators.

The first essay of the day was read at half past nine, by Mr. John Swett, Deputy Superintendent of Schools at San Francisco, Cal., upon *The Examination of Teachers*. Mr. Swett attacked the New-England system of examination and annual election of teachers, and the short term of office of our school trustees. As a remedy, he recommended state and county boards of education to examine teachers and give diplomas, not being willing to take a college diploma as evidence of fitness to teach.

Professor Greene, of Rhode Island, and Professor Northrop, of Connecticut, explained the system of examination in their respective states. Mr. Lyons, of Providence, Dr. Levison, of New York, Dr. Taylor, of Pennsylvania, Mr. Abernethy, State Superintendent of Ohio, Mr. Hancock, of Ohio, and Mr. Stevens, of West Virginia, also joined in the discussion.

President Chadbourne, of Williams College, recognized the use of written examinations, but had made up his mind that he would never again appoint a teacher unless he had seen the candidate himself. He had appointed men to places who had bushels of certificates, and who were in no way fit for their situations. Mr. Dana, of Vermont, expressed similar ideas. Mr. A. Bronson Alcott spoke on the necessity of personal magnetism in an instructor, and reports on the various methods of examination used in different states were then given by various gentlemen, after which, on motion of Mr. Beard, of Missouri, the subject under consideration was referred to a committee, of which Hon. John Swett, of California, was made chairman, with instructions to report at the next meeting.

At 11 o'clock, a paper was presented on *Drawing in Public Schools*, by Walter Smith, of Massachusetts. He thought it best to use the eyes and the fingers first in a manner not likely to tire the mind. Schools should be extended in two directions—downward, into the kindergarten, and upward, into the polytechnic. A system of drawing simple enough to be understood by all teachers and learned by all scholars was needed. The first thing to do in the arrangement of drawing was to make each step a stepping-stone to the next in regular order. The power to draw should be given to all who would need it in their future business, just as writing was taught to those who would use it. In the high school, if good training had been had in the lower schools, drawing might be considered as an art in its elementary stage. Teachers should all be able to teach this branch as well as others, for the introduction into a school of a special teacher for teaching drawing had the effect to make scholars believe the study very difficult, and many children who were indifferent at drawing lines were very quick at drawing conclusions. The importance of drawing from memory was urged, in order to impress the mind of the learner. Four lessons of half an hour each per week would do for young pupils.

## THURSDAY AFTERNOON.

**ELEMENTARY DEPARTMENT.**—The exercises of the Elementary Department began with the reading of a paper on *Physical Science in Elementary Schools*, by C. O. Thompson, Principal of the Worcester Free Institute of Industrial Science. He advocated the teaching of the natural sciences in the common schools; but he said that in most schools the present work is so imperfectly done that any addition to it would be folly. The first duty of ordinary schools is to come up to the standard of the best schools in methods and apparatus of instruction. In speaking of the physical sciences, he distinguished in favor of natural history. He would make room for the study in our common schools by abolishing the study of grammar and substituting therefor the teaching of language orally by the teacher. He quoted, in commendation of his views, from letters from President White, of Cornell; President Clark, of the Amherst Agricultural College; Professor Chandler, of Columbia College; President Chadbourne, of Williams; Professors Gilman and Dana, of Yale; President Smith, of Dartmouth; and other distinguished educators.

Mr. I. N. Carlton, of the Connecticut Normal School, and Mr. C. M. Woodward, of Washington University, St. Louis, spoke in favor of the views advanced by the essayist.

At the conclusion of the discussion on Mr. Thompson's paper, a paper by Mr. Francis A. Underwood, of Boston, was read. It treated of English Literature, and the place it should occupy in popular education. He thought that one of the greatest errors of our system is the constant reading and re-reading of books which are intended for elocutionary exercises. Literary hash is the proper term for these compilations. He said that the course of reading in our schools should be wholly reformed and revised, and so directed as to give pupils a course of instruction in English literature, thorough, but not necessarily exhaustive. No field would be more certain to yield abundant fruits. Let each day be given to the reading of some branch of natural science, history, or literature, and let the reading of scrap-books be discontinued.

**NORMAL DEPARTMENT.**—In this department, the first exercise was the reading of a paper on *The Relation between Matter and Method in Normal Instruction*, by Mr. G. P. Beard, of Missouri. He said the teacher must use matter and method together. The teacher, like the artist, can only succeed by understanding the material to be used by him and the means of using it. The teacher must know what as well as how to teach. He must know what food to give the child's mind. He must, therefore, understand subject-matter before he can teach others. There is a philosophy of teaching, and the teacher must be a philosopher as well as an artist. The normal school ought to supply knowledge of the philosophy of teaching. Method is being taught in connection with matter. The mission of the normal school is to improve our schools, and to do this must improve teachers. It is claimed by some that pupils should come to normal schools with a good education, merely to be taught methods of teaching. This is a beautiful theory, but lacks practicability. Pupils ought to have this qualification, but, unfortunately, do not.

coming, as they do, from country and other low grades of schools, yet with native talent for teachers. Some normal schools go, however, to the extreme of teaching merely matter; they are little more than academies. The true system is a combination of both.

The subject was discussed by Mr. Williams, of Vermont; Mr. Verrill, of Penn.; and Mr. Greenough, of Rhode Island. The first-named gentleman contended that normal schools should give professional instruction alone, while the other two advocated the union of matter and method in normal instruction.

Miss J. H. Stickney, of Boston, opened the discussion on *Practice Schools—their Uses and their Relation to Normal Training*. A teacher, she said, needs three things: A knowledge of psychology in relation to teaching, which, as it is not imparted in high schools, must be in normal schools; a knowledge of social science is also necessary, and practice, the latter of which is worthy of one-third of the attention given to the whole matter. We must look to the wants of the schools to be supplied in deciding what normal schools shall do. The main difference between a first-class high school and a normal school is the development of greater earnestness. She doubted the wisdom of many of the teaching exercises. While children are so numerous, she did n't see why adults should make believe they were children. Practice schools will enable teachers to acquire much which they can not get in any other way. She would have them exactly like other schools, and would prefer that the teachers should go to the school rather than that the pupils should go to the teachers. She would allow those learning to teach to observe the teaching of classes for a while, and then gradually permit them to take charge of classes. They should not be left in the sole charge of classes. It is injurious to teachers as well as scholars. The former need to be watched, to be criticised by the regular teacher of the class.

**SUPERINTENDENTS' DEPARTMENT.**—A paper was read by Joseph Hodgson, State Superintendent of Public Instruction, Alabama, treating upon public education in the South. As an introduction, he drew a picture of the condition of the South as regards territory and capabilities, claiming that for natural advantages and possibility of development it was one of the most favored regions of the earth. Unfortunately, however, the ignorance of the common people there, he said, was general and lamentably great. The condition was even worse among the whites than among the colored population; for, while the latter, at the worst, were but at a stand-still, the former were actually growing more and more illiterate. Of the voters of that section, upward of 1,120,000 were unable to read or write. He was favorable to the idea of compulsory education, believing that, if the government has the right to tax the people to educate the masses, it has an equal right to make those masses receive the benefits of the levy. But he declared that the South was not in a condition to endure any great taxation for schools or any other purpose, as the rate now was generally in that section twice as high as in the older states. He hoped that the general Congress might see fit to extend a helping hand, to these people. This was the more to be desired, as the states admitted to the Union after 1848 received gratuities of land for educational purposes far in excess of what the earlier members of the Union were given.

At the conclusion of the address, President Hancock drew attention to the very great importance of General Hodgson's utterances.

John Eaton, jr., United States Commissioner of Instruction, followed. He was strongly in favor of having aid extended to the Southern States.

Mr. Blake, of North Carolina, hoped the paper read by General Hodgson might be placed before all the reading men of the country, believing that it expressed the exact condition and great need of the South. Mr. Hubbard, of Iowa, expressed similar views. Hon. J. P. Wickersham, Superintendent of Schools, Pennsylvania, stated that he opposed certain bills heretofore presented to Congress, yet favored any bill that would help to build up the public schools of the suffering South. Pennsylvania and Ohio would be very likely to oppose Mr. Hear's bill, but would support any bill that will assist both the whites and the blacks.

Dr. Henry Barnard, of Connecticut, desired to have a system of management inaugurated in the South similar to the Rhode-Island system, or the itinerant system of Sweden.

President Hancock closed the debate with a touching tribute to many of those able educators endeavoring to elevate the people of the South.

W. T. Harris, Superintendent of Schools, St. Louis, read the report of the committee on *School Percentage*. They favored keeping a daily and monthly average of attendance. They would also have all scholars dropped from the school-roll who were absent over five days. The report was adopted.

DEPARTMENT OF HIGHER INSTRUCTION.—The Department of Higher Instruction held a session at half past two in the afternoon, which was opened by an able paper by Professor March, of Lafayette College, on *The Method of Teaching English in the High School*. The following are the chief suggestions made: Good habits of speech in conversation are caught rather than taught; hence, there should be frequent and free conversations between teacher and pupil. The declamation of choice passages from the best authors is recommended; also, special exercises in errors of speech, by which is meant not vulgarities, but rather violations of syntax and grammatical principles in general. Translating from other languages is really a study and practice in English, and as such should be carefully improved. There should be, in all studies which permit it, the practice of teaching by topics. The student should stand and face his fellows and speak to them on the subject on which he is to recite. This last is, on the whole, in the view of the professor, the most efficient means of giving the power of connected discourse. He proceeded, also, to illustrate an exercise of analyzing simple words etymologically, tracing them through the different forms which they have assumed in passing through different languages, and endeavoring to ascertain the meaning of the original term. The paper was followed by questions from various members, and additional suggestions from some of them.

Professor Greene, of Brown University, called attention to the difference in arriving at the meaning of a sentence in a dead language and a modern one. In the former case, the thought is constructed word by word, while in the latter it is unfolded like a germ, and is understood without any process of synthesis. The former is composition, the latter exposition. Hence the need of entirely different methods of teaching modern and ancient languages.

The subject of *A National University* next came up for consideration. After discussion by Prof. Hoyt, President Eliot, of Harvard, B. G. Northrop, of Conn., and others, a committee, consisting of President Eliot, Prof. Hoyt, and the President of the University of Alabama, was appointed, to consider the bill which had been prepared and to report next year.

#### *General Association.*

At about four o'clock the General Association was called to order for its closing session.

Hon. A. Mori, Japanese Minister-resident at Washington, was introduced to the audience, and made a brief address. He gave some account of the condition of his country, and of the desire of his people for education and for increased intercourse with foreign nations. He spoke with some difficulty, but was listened to with much interest.

Resolutions were adopted commending the action of Congress in proposing to extend national aid to education; recognizing the importance of education in art; favoring increased facilities for the education of teachers; calling attention to the importance of the introduction into the public schools of correct methods of instruction in the elements of science; expressing high appreciation of the labors of the National Bureau of Education, and declaring in favor of extending the facilities for the publication of circulars of educational information; and tendering the thanks of the Association to Hon. Mr. Perce, of Mississippi, and Hon. Geo. F. Hoar, of Mass., for their efforts in aid of the education bill. Resolutions were also adopted thanking the officers of the Association and of the departments, the committee of the city government, the hotels and railroads which had reduced their charges, the Institute of Technology and the faculty of Harvard College for invitations to visit those institutions, and the press for their accurate reports of the proceedings.

The next meeting of the Association is to be held at Elmira, N.Y.

#### *Collation at Faneuil Hall.*

Agreeably to invitation of the city authorities, a large number of members of the Association met, Thursday evening, in Faneuil Hall, to partake of a collation, and to hear a few parting words. After partaking of a splendid collation, which was served at about 9 o'clock, short addresses were made by Dr. Waterston, Hon. Alex. H. Rice, B. G. Northrop, Gen. Eaton, J. P. Wickersham, and others. A band was in attendance to enliven the occasion with its music. The reunion in this historic hall formed a pleasant conclusion to the labors of the last three days.

#### *The Officers of the Association*

for the ensuing year are as follows:

GENERAL ASSOCIATION.—*President*—B. G. Northrop, of Virginia. *Vice-Presidents*—Newton Bateman, of Illinois; Geo. P. Beard, of Missouri; A. J. Phipps, of Massachusetts; Edward Brooks, of Pennsylvania; J. H. Binford, of Virginia; John Swett, of California; N. T. Lupton, of Alabama; A. P. Stone, of Maine; N. A. Calkins, of New York; Miss D. A. Lathrop, of Ohio; W. L. Holman, of Kentucky; N. P. Gates, of Arkansas. *Secretary*—S. H. White, of Illinois.

ELEMENTARY DEPARTMENT.—*President*—N. A. Calkins, of New York; *Vice-President*—Miss H. N. Morris, of New York; *Secretary*—Miss Augusta M. Manly, of Cincinnati.

NORMAL DEPARTMENT.—*President*—Mr. A. G. Boyden, of Massachusetts; *Vice-President*—Mr. J. Estabrook, of Michigan; *Secretary*—Mr. M. A. Newell, of Maryland.

SUPERINTENDENTS' DEPARTMENT.—*President*—W. T. Harris, of St. Louis; *Vice-President*—J. W. Paige, of Maryland; *Secretary*—A. P. Marble, of Worcester, Mass.

DEPARTMENT OF HIGHER INSTRUCTION.—*President*—D. A. Wallace, of Illinois; *Vice-President*—J. D. Runkle, of Massachusetts; *Secretary*—W. D. Henkle, of Ohio.

[In preparing the above account of the proceedings of the Association, we have made liberal use of the excellent report published daily in the Boston Advertiser.]

#### THE AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE

HELD its annual meeting for a week, opening Aug. 21st, at Dubuque, Iowa. The people of that city had taken great interest in the meeting, had raised a handsome fund to pay expenses, and made great exertions for the comfort and satisfaction of their guests. About 200 members, besides other strangers, were present. The representation from the schools of Illinois was very meagre. Knox and Wheaton Colleges, Lombard University, and the Rockford Female Seminary, were each represented. A leading private teacher of Chicago was present. The Professor of Chemistry from the State Industrial University was in attendance, which was the nearest approach I found to companionship from the public schools of our state. Is the fact that no more were present from the public schools of Illinois any fair comment upon the genuineness of the zeal in the Natural Sciences that has manifested itself all over the state since July first? Here was the leading scientific body of the nation, with its meeting well advertised, with its discussions covering the widest range of topics, with opportunities for following up inquiries among authorities in varied specialties, and with rare opportunity for getting back of text-books to the original investigations of those whose labors develop whatever gives value to text-books, all this brought to the very edge of our state, and we let it pass without using its opportunities.

There were papers of very decided value, among which the address of the retiring President, Asa Gray, whose Botany many of us use, and an address by Edward S. Morse, Professor of Natural History at Bowdoin, were of a popular sort. Prof. Morse also made a strong impression by some special work. The Geology of Iowa was well illustrated and explained by the State Geologist. Benjamin Pierce, Sup't of the U.S. Coast Survey, gave an interesting account of the plans and purposes of that work. J. Lawrence Smith, President of the Association, explained what was the probable maximum value of the western diamond discoveries, ranking the stones, at best, as no more than colorless sapphires, of which and of rubies from the West he had many on exhibition. Alex. Winchell, of Ann Arbor (to take charge of Syracuse University Jan. 1st), spoke clearly on the harmonies of Geology and Revelation, Sabbath night, to a large congregation

in one of the churches. Microscopic investigations, astronomical, chemical, philosophical and ethnological topics, all secured much attention,—geology rather taking the lion's share of the section of Natural History.

Excursions were provided beyond ability to accept. The lead-mines of the vicinity were visited, trips made down and up the river—whose levee system in Louisiana had large attention in a public address, Saturday night,—and the few whose inclination led them to visit the coal-fields and gypsum-quarries of Central Iowa and the Missouri River, and who could command the time, had facilities extended them for a visit to Fort Dodge and to Sioux City.

There was some nonsense, there was some telling with an air of originality things generally known, there was some dogmatism. Scientific news we had from C. V. Riley, of St. Louis, in a brief and intensely-interesting account of the relation of a certain insect to a plant of the Yucca family. Without this insect the plant would not produce seed. Botanists and entomologists of long experience learned from Mr. Riley a new lesson of the adaptation of the Creator's works to each other.

The cause of popular science, the cause of public education, would have been benefited, if twenty-five, even, of the best men and women of our schools could have been present. The teachers would have found an atmosphere rather different from that in which they form all their own surroundings. Decided benefit might come from contact with those who are pushing for education as earnestly as the professional teachers, but whose respect is not always very strong for professional methods.

Next year, on the third Wednesday of August, the Association will meet at Portland, Maine, which I hope may be accessible to more than one of the teachers of the free schools of Illinois.

[For the above we are indebted to Mr J. H. BLODGETT, of Rockford.]

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#### ILLINOIS STATE TEACHERS' INSTITUTE.

NOTWITHSTANDING the unprecedented number and promised efficiency of the August county institutes, and in spite of the consequent home engagements of very many who have heretofore attended the institute at the State Normal University, this session opened on Tuesday, Aug. 13th, with more than one hundred members. The roll of membership now has nearly two hundred names. No previous session has equaled this in interest.

The exercises of President Edwards and Professors Powell, Hewett, and Sewall, in Physiology, Zoölogy, Natural Philosophy, and Botany, have received or are now receiving chief attention. Prof. Gove's treatment of the Duties of Principals of Graded Schools has been profitable to many even of those who chance not to occupy the position of principal. Three day-lectures on Geology were given by Prof. Taft. These elicited a degree of interest which would have retained the gentleman for two or three further lectures, had he not felt obliged to return to Champaign. Mr. A. H. Hinman, of Chicago, contributed three instructive lectures on Penmanship. As was expected, the lessons announced to be given in Algebra, in Chemistry, and on Methods of Teaching the Classics (the last-named by Prof. Dougherty, of Morris), before the High-school section, have drawn apart compar-



atively few; but these few have lacked nothing of enthusiasm. Miss Case has brought a class of children before the institute, and in each of four or five lessons she has given proof of a careful study of philosophical methods of teaching. The subject of Physical Geography, to many of the teachers in attendance, has been invested with new charms, while Reading and Singing, conducted by Prof. Cook, are helping all.

Dr. Gregory's lecture, *A Candid Inquiry into the Real Value and Proper Place of the Common Branches of Study*, was given in the afternoon, and without public announcement; hence, comparatively few besides members of the institute were present. The remarkable declaration which the lecturer put forth some months ago, affirming the possibility of giving in six months, to a child of twelve years, an adequate knowledge of Arithmetic for the ordinary demands of American life, had whetted all appetites for this further utterance. It can not be denied that some disappointment was felt on finding that the point of exceeding interest to a good many of the audience was not touched—viz., *How* is such a familiarity with Arithmetic to be attained in so short a time? Nevertheless, few, if any, of those who afterward discussed the Doctor's lecture dissented from his main position, that too much time is given to Arithmetic, Geography, and technical Grammar. And, while we do not believe that the enforcement of what is really good in the looked-for reform is likely to be helped by seriously proposing, as we understood Dr. Gregory to do, to rely on steamers and railways for the geographical education of the masses, we know that the teachers assembled were, on the main points of the address, in hearty sympathy with the lecturer, and that his criticisms of the common school of to-day run parallel with the recent enactments in favor of Natural Science.

Dr. Allyn, of McKendree College, read a highly-finished lecture, in which he pictured the working of intellectual and moral truths, under the symbol of seed and fruit. The lecture was highly poetic, clear and elevated in its teaching, and rare in the enjoyment it afforded—in a word, unique.

At this writing, President Edwards is prostrated by severe illness, and it is certain he will not be able to work with the institute next week. Happily, Mr. Wells, of Ogle county, will join the teaching force on Monday, the 26th.

THE NORWEGIAN-DANISH LANGUAGE.—We alluded, in the August number, to certain interesting paragraphs appended to the Rev. C. J. P. Peterson's *Norwegian-Danish Grammar and Reader*, or '*Danish-Norwegian*', as a Danish author would have written. We make room for a few brief extracts.

"This language is at present the *written* language common to Denmark and Norway, and the *spoken* language common to the cultivated classes in both countries. This community of language between the two countries is, however, not very old; it does not go further back than to the time of the Lutheran Reformation in Norway, about A.D. 1536. Before that time Norway had a written language of its own well developed, namely, the Norse. This language had a rich and excellent literature, a part of which came into existence in Iceland. This island was peopled from Norway after the year 872, when the Norwegian king,

Harald the Fair-haired, had subdued the petty kings and gathered the different parts of Norway into one kingdom. Multitudes of the Norwegians then took refuge in Iceland, where their descendants recorded the achievements of their ancestors, and thus became historians and poets."

Mr. Peterson then quotes *Purchas*: "Concerning the language of the Icelanders, the matter itself speaketh, that it is the Norwegian; I say, that old speech which only the Icelanders now use uncorrupted, and therefore *we* call it Icelandic."

After naming several of the most important works written in the Norse tongue, whether in Iceland or in Norway, some of which, saved from the destruction which attended the overthrow of the convents at the introduction of the Reformation, have been published in this century, the author states that, after Norway had become united with Denmark in 1397, the Danish written language was more and more adopted by the higher classes of Norwegians, though it has never come "to live on the tongue of the country people."

Many eminent poets and scholars of Norway developed this adopted language, adding "new material" and bringing "new growth into it, especially by their poetical descriptions of the grand natural scenery of Norway, or of the life of its people in the valleys and at the coast and on the sea. Thus the present written language became a product of the agency of *Norwegian* writers as well as of Danish, and therefore it can not justly be called Danish."

"After 1814, when Norway became separated from Denmark, many Norwegian writers . . . adopted in their writings many words from the language of the country-people, or, we may say, words of the ancient mother tongue. . . . It appears that a multitude of words in the language of the Norwegian country-people is yet the very same as in the time of the Sagas, and that the old Norse still lives on the tongue of the people in the mountain-valleys, so that the modification to which the old Norse has been subjected in Norway during the last 300 years is less than that to which the Anglo-Saxon has been subjected in England, or the Latin in Italy."

THE STUDY OF NATURAL HISTORY IN OUR SCHOOLS.—Some of our readers have, doubtless, read the views of Prof. Agassiz touching this subject. The very extract here given may be familiar to many; but it is so full of freshness that it will bear re-reading. Besides, we know that every good thing on Natural History is just now appropriate.

"I wish to awaken a conviction that the knowledge of nature in our day lies at the very foundation of the prosperity of states; that the study of the phenomena of nature is one of most efficient means for the development of the human faculties, and that, on these grounds, it is highly important that this branch of education should be introduced into our schools as soon as possible. To satisfy you how important the study of nature is to the community at large, I need only allude to the manner in which, in modern times, man has learned to control the forces of nature, and to work out the material which our earth produces. The importance of that knowledge is every where manifested to us. And I can refer to no better evidence to prove that there is hardly any other training better fitted to develop the highest faculties of man than by alluding to that venerable old man, Humboldt, who was the embodiment of the most extensive human knowledge in our day, who acquired that position, and became an object of reverence throughout the world, merely by his devotion to the study of nature. If it be true, then, that

a knowledge of nature is so important for the welfare of states and for the training of men to such high positions among their fellows, by the development of their best faculties, how desirable that such a study should form part of all education! And I trust that the time when it will be introduced into our schools will only be so far removed as is necessary for the preparation of teachers capable of imparting that instruction in the most elementary form. The only difficulty is to find teachers equal to the task—for, in my estimation, the elementary instruction is the most difficult. It is a mistaken view with many that a teacher is always sufficiently prepared to impart the first elementary instruction to those intrusted to his care. Nothing can be further from the truth; and I believe that, in intrusting the education of the young to incompetent teachers, the opportunity is frequently lost of unfolding the highest capacities of the pupils, by not attending at once to their wants. I have been a teacher since I was fifteen years of age, and I am a teacher still, and I hope I shall be a teacher all my life. I do love to teach; and there is nothing so pleasant to me as to develop the faculties of my fellow beings who, in their early age, are intrusted to my care; and I am satisfied that there are branches of knowledge which are better taught without books than with them. There are some cases so obvious that I wonder why it is that teachers always resort to books when they would teach some new branch in their schools. When we would study natural history, in stead of books, let us take specimens—stones, minerals, crystals. When we would study plants, let us go to the plants themselves, and not to the books describing them. When we would study animals, let us observe animals."

GERMANY.—The re-opening of the University of Strasburg under German auspices has been heralded by the usual announcement of lectures to be delivered at the university in the summer term of 1872, from May 1st to August 15th. The only references in its seventeen pages to the transition from a French to a German university are put incidentally, as thus: The professors of the former *Faculté de Médecine* and the *École de Pharmacie* will complete the courses of lectures already begun in the French language, and the lectures of Professor Bergmann, on the Growth and History of the French Language, will be read in French, if desired. There are seven Professors of Theology, and five of them belong to Strasburg—a relic, no doubt, of the old Protestant element there before the war; but the other Faculty, of the Catholic school, will probably soon have its quota of German professors brought together from Catholic Germany. In the Law Faculty, of nine professors, three only are from Strasburg; in the Faculty of Medicine, with nine professors, one only is a Frenchman, and he comes from Lyons; in the Faculty of Philosophy there are sixteen professors, of which number five are from Strasburg; and in the Scientific School, of ten professors, but one is from Strasburg. The university fraternity of the professors thus brought together by the German Emperor from all parts of his empire, and from German schools outside of it, serves to show how the German universities count, in their number, all German speaking countries, no matter under what flag or crown. There are not only representatives in Strasburg University from Germany, in its broadest sense; there are German professors from Russia, Austria, Switzerland, Greece, England, —and even from America, in the person of Dr. von Holst, professor extraordinarius, brought together to transfuse German blood and learning and science into the reconquered provinces of Alsace and Lorraine. The fact that a faculty of fifty-one professors could thus be collected, of whom only fifteen belong to the city in which the university is situated, shows how large a force there must be in Germany proper from which the government is free to draw its supply of teachers for the new school.

DEPRESSION OF THE ANDES.—The *Ausland* for May 13 gives a list of the altitudes of some of the more important points in the Andes, determined at various dates. The heights are found to have diminished. Quito was found by La Condamine, in 1745, to be 9596 feet above the sea; by Humboldt, in 1803, 9570 feet; by Boussingault, in 1831, 9567 feet; by Orton, in 1867, 9520 feet; and by Reiss and Stübel, in 1870, 9350 feet. Quito has sunk 246 feet in 125 years, and Pinchincha 218 feet in the same period. Its crater has sunk 425 feet during the last 26 years, and Antisara 165 feet in 64 years.

THE BITTER PILL.—I suppose most persons associate the word *pill* here with a familiar method of taking physic. But is it not rather the old spelling of *peel*, the rind of a fruit? Of this spelling a well-known passage in the *Merchant of Venice* contains an illustration:

“The skillful shepherd *pilled* me certain wands,”

—and of the corresponding substantive, a line in Spenser's sonnet:

“Sweet is the nut, but bitter his *pill*” —

a line which is curiously paralleled in Touchstone's parody on Orlando's verses to Rosalind:

“Sweetest nut hath sourest rind.”

The contrast between the sweet fruit and its sour skin was perhaps proverbial.

Notes and Queries.

COMPULSORY SCHOOL ATTENDANCE IN LONDON.—Five negligent parents have been before a London police-court at the instance of the school-board, for not sending their children to school. Four of them pleaded ill health or want of clothes as the causes of non-attendance, and they were dismissed, in the hope that these difficulties might be overcome. One defendant, who denied his parental responsibility and the jurisdiction of the court, was fined five shillings on the spot.

#### PERSONAL AND GENERAL ITEMS.

OBITUARY.—DR. LOWELL MASON, whose death was announced a few weeks ago, was born at Medfield, Mass., on the 8th of January, 1792. He early exhibited a passion for music, and began to teach it when quite young. He removed to Savannah, Ga., in 1812, where he resided for fifteen years. In 1827 he returned to Boston, and devoted himself to his favorite pursuit. Through his influence, vocal music received a new impulse throughout New England, and indeed throughout the country. In 1837 he visited Europe, and made himself acquainted with all the improvements in musical teaching on the continent. In 1858 the University of New York conferred upon him the degree of Doctor of Music,—being the first musical degree ever conferred by an American college. He interested himself in introducing vocal music into the Boston schools. He was the author and compiler of more musical works than any other author in America, and he composed some of the most popular of our modern hymns.

M. L. SEYMOUR goes from Forreston to take charge of the school at Blue Island, Cook county.

WM. D. PECK goes to Winnebago, in the place of Mr. Morey, who has gone to Iowa.

JESSE OLNEY, author of *Olney's Geography* and of the *National Preceptor*,

much used a generation ago, died, recently, at Stratford, Connecticut, in which state he had filled various civil offices.

MR. EVERETT comes from Iowa to take the superintendency of the Rock-Island schools. Mrs. Everett becomes Principal of the High School.

PROFESSOR TYNDALL, FROUDE (the historian), and GEORGE McDONALD, are to visit this country, the coming fall and winter, on lecturing tours.

DRAWING has been adopted as a branch of instruction in all the departments of the Public Schools of Philadelphia, except the primary, and in this department it will be taught as a matter of course. This is considered by the friends of education in that city a very gratifying step in advance.

A most interesting work for the student of ancient geography has lately been published at Berlin by Herr Partney. It is a 'Geography', compiled by Dicuil, an Irish monk, in A.D. 855, upward of a thousand years ago. It is probably the oldest educational work of the kind in existence, with the exception of Herodotus, Aristotle, and Pliny.

#### ANNUAL REPORTS OF SCHOOLS.—

City or Town.....	Decatur.....	Elgin.....	Lincoln.....	Princeton.....	Shelbyville.....	DeKalb.....	Farmington.....	Yates City.....	Marion.....	Creston.....
Number of children of school age.....	2406	1798	1451	1100	708	415	381	290	.....	120
Number of different pupils enrolled.....	2075	1250	1107	807	695	408	363	329	294	150
Number of male teachers.....	12	2	1	.....	1	.....	1	1	1	1
Number of female teachers.....	25	18	17	11	8	5	6	3	3	2
Highest salary paid male teachers.....	\$1200	1200	150	.....	350	.....	1200	807	900	940
Lowest salary paid male teachers.....	450	600	.....	.....	.....	.....	.....	.....	.....	.....
Average salary paid male teachers.....	825	500	.....	.....	.....	.....	.....	.....	.....	.....
Highest salary paid female teachers.....	700	750	650	450	510	1200	495	425	504	320
Lowest salary paid female teachers.....	252	300	300	360	390	300	324	212	405	320
Average salary paid female teachers.....	461	430	462	385	394	600	371	326	465	320
Salary paid superintendent.....	1800	201	1500	1500	1500	.....	1200	.....	.....	.....
Cost of tuition per pupil.....	9.91	11.16	14.06	10.33	10.21	12.71	12.90	11.05	16.40	16.58
Entire cost per pupil.....	\$16.65	15.25	15.07	11.70	21.00	.....	15.84	13.11	20.16	25.23
Average number belonging.....	1513	852	690	515	489	289	251	154	140	96
Average daily attendance.....	1119	813	599	525	401	224	242	141	127	94
Per cent. of attendance.....	33.8	95.1	91.3	96.1	86.1	93.7	94.1	91.5	90.3	97.8
Number of tardinesses.....	2321	3200	3500	849	1984	785	648	.....	1250	51
Number of days' absence.....	.....	.....	9918	1272	3052	.....	.....	.....	.....	.....
Number of weeks' school.....	.....	40	39	38	38	39	36	34	.....	4
Superintendent or Principal.....	E. A. Gastman.	C. E. Kimball.	L. Wilkinson.	C. E. Snow.	Joseph H. Hobbs.	Edna S. Dunbar.	A. S. Grinnell.	A. C. Woodruff.	E. Philbrook.	P. R. Walker.

\*Including interest paid.

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## MONTHLY REPORTS FOR JUNE.—

TOWN OR CITY.	No. of Pupils Enrolled.	No. of Days of School.	Average No. Belonging.	Av. Daily Attendance.	Per cent. of Attendance.	No. of Teachers.	No. neither Absent nor Tardy.	PRINCIPAL OR SUPERINTENDENT.
Aurora.....	1371	18	1270.2	1169.1	92	142	275	W. B. Powell.
West and South Rockford.....	1100	20	1028	956	93	259	314	{Jas. H. Blodgett. O. F. Barbour.
Danville.....	825	10	717.5	653.7	91.1	154	315	J. G. Shedd.
Macomb.....	568	19	540	514	95.4	65	279	M. Andrews.
Belvidere.....	263	20	229.5	209	91	41	103	H. J. Sherrill.
Maroa.....	118	5	96	83	86.4	15	62	Ed. Philbrook.
Creston.....	91	19	88	76	86.3	...	26	P. R. Walker.
Lyndon.....	101	10	93	87	91	28	38	O. M. Crary.

## NOTICES OF BOOKS AND PERIODICALS.

(42) A FAIR degree of freedom from technical terms, and the avoidance of speculations and hypotheses, are two good features of this book. On the principle that we must know the laws which govern our systems, before we can observe them, Anatomy and Physiology are given first; then follow chapters on Hygiene and Care of the Sick. The book contains fifty fair illustrations. The appendix (20 pp.) gives much useful information concerning Care of the Sick, Asphyxia from Drowning, Disinfectants, and Poisons and their Antidotes. A Glossary of Diseases and

(42) HUMAN ANATOMY, PHYSIOLOGY, AND HYGIENE: a Text-book for Schools, Academies, Colleges, and Families. By Joseph C. Martindale, M.D., late Principal of Madison Grammar School, Philadelphia; Author of First Lessons in Natural Philosophy, History of the United States for Schools, etc Eldredge & Brother, Philadelphia. 242 pages.

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What a pupil *reads* or *hears*, he may misapprehend or forget; what he *sees* pictured or performed, he easily understands, and may vividly recall: but what he *does* with his *hand* he comes practically to know, and can only lose when the hand forgets its cunning."

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a Glossary of Words are added; also, a copious Index, so that reference may be made to the text for any desired information. A partial examination of this book leaves, in the main, a favorable impression of the author's and also of the publishers' work. Print, paper and binding are good, illustrations clear and well defined, and important matter made duly prominent in the text. We do not think that careful teachers will thank the author for presenting such syllabication as the following: for'am'en, calcar'eous, ser'ous, rad'io-carp'al, sar tor'i'us, squam'ous, synov'ial, tub'ular, subclav'ian. It is quite harassing to a teacher to find erroneous pronunciations multiplied by printed inaccuracies; nor is a favorable attitude of the pupil toward his text-book to be begotten by commonplace remarks, or sentences of such random flight as one we copy from p. 184: "When omnivorous animals are confined to a single article of food, they become diseased, and *sooner or later die.*"

(43) In this age of astonishing progress in science, no teacher can be well informed or fully fitted for his work who does not keep pace with the busy men of science, as by the score they push their daring and sublime investigations into all the phenomena of the universe. But, so abundant is the literature of science, it is impossible to read the half of what is well worth reading, and well-nigh as difficult to make a judicious selection from the mass. Now, what we could not do for ourselves, the magazine above named is designed and admirably adapted to do for us. Taking the broadest definition of the term, it offers us true science, and in such a form that hard-worked teachers can grasp and utilize; presents, month by month, a really magnificent array of articles on such themes as the Artificial Production of Stupidity in Schools, Town and Country as Producers of Intellect, Physiology of Emotion, Civilization as Accumulated Force, Woman and Political Power, Motions of the Stars, The Past and Future of Niagara, Science and Immortality, Moral Contagion, from such illustrious men as Spencer, Procter, Huxley, Carpenter, Quatrefages,—and all under the editorial care of Dr. E. L. Youmans. Five numbers have been published. Cost, \$5.00 a year, or 50 cents per copy; to a club of five, \$4.00 a year.

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(43) THE POPULAR-SCIENCE MONTHLY. D. Appleton and Co., New York.

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## T H E   W O M A N   Q U E S T I O N .

ANNA C. BRACKETT.

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I THINK no one can read any book on education or on woman, written by an Englishwoman, without realizing how much more cramped they are than we in America. The women who write such books in England write out of a steady and persistent thought which is rare among American female writers on the same subjects, who, for the most part, content themselves with short and rapidly-written sketches. We respect Miss Cobbe, Miss Carpenter, Miss Parke, and others, but we know that they do not and can not comprehend our problem, and we are made most vividly to feel that the women for whom they are immediately writing are hampered and held by long-established social forms to an extent which we have never known. What is large liberty for them seems to us close imprisonment. The truth is just this: never before and no where before in all the history of the world were the outward restraints on the development of all the powers of woman so freely removed as they are now and here. We have asked that the doors of the higher institutions be thrown open, and more and more every year they swing at our call. We have claimed the privilege for those who desire entrance in what were distinguished formerly as the learned professions, and we have already many representatives in Law, in Medicine, and in Theology. If we desire to enter the other professions, to study civil engineering architecture, practical chemistry, etc., Washington University at St. Louis and others are ready to receive us. In the profession of teaching we were long ago conceded an humble place, but now we are represented in the higher places. Grammar Schools, High Schools and Normal Schools under the direction of women can be counted by hundreds, and the affairs of school committees are partially controlled by them

in several towns; while even the chair of the superintendent has been invaded, and the last year witnessed the curious spectacle of a woman's being again and again obliged to decline the office in one of the eastern towns, the town pertinaciously insisting on expressing its opinion that she, of all the inhabitants, was the most adequate to the task.

Do we say all barriers to progress have disappeared? It is in vain that we pulverize and fertilize the soil, that we lay open the ground to the quickening influences of shower and sun, if the seed which we plant therein has lost its vitality. It is in vain that we rear lofty, finely-woven trellises, if the climbing plant exhausts its energy at the distance of a few feet from the surface. It is in vain that we build wharves and docks and stately warehouses for the enlargement of a city whose inhabitants have no commercial enterprise. There are other limits than those which are external—limits which are the only real limits—those which are found within. There is nothing to prevent the seed from sprouting; there is plenty of room for the vine to climb and spread itself; there is room enough at the wharves for thousands of vessels, and the floors of the warehouses will accommodate untold merchandise on its way for transportation. But the limits to the manifestation of power are internal. Now we have to destroy those limits. We can afford to let the others rest for a while. I speak more particularly to the women teachers of America, because this article will reach them more than any other class, and because I am of them.

More and more every year the work of education in America is coming into our hands. In 1870 we were numerically one hundred per cent. stronger than the men, and in some states six times as many. Within the last ten years we have been trusted with the preparing students for college, with professors' chairs in some colleges, and with the management of large schools of all grades. We need not fear that this tendency will change, though it also has its limits; nor do we desire or wish that *all* the work of education shall lie in our hands. To leave it all to us we know would be as egregious a blunder as to leave it all to men. But, choked down in the lower places, trying to burn without any chance for a draught above, we have demanded to have some of the bricks knocked off the top of the chimney, so that we might have breathing-space. That has been done. Every woman assistant knows now that there is a chance, provided she is worthy of it, for her to grow into a principal, if not at the East, then at the West, for there is some truth in the words of Robert Collyer—"The East is a ship with her sails all furled, a ship in full sail, the West."

We ask for equal salaries in equal places, and in exceptional cases we receive them. We know, and every one knows, that there are men in our schools who are entirely unfit for their places, and who could scarcely earn their subsistence in any other occupation. But it is also true that there are many women in our schools of whom precisely the same words can be said, and we have no right to compare the strongest women with the weakest men. We must submit ourselves to the 'law of averages', and what we have to do is to elevate the average woman teacher, to raise the whole level of the teaching of women. To do this, our work lies within, not without. We must never forget that when we engage in teaching we enter a business. It is no play — nothing in which we can expect or receive any personal consideration, and we must abide by the laws of supply and demand. If there is twice as much cotton grown in 1872 as in 1871, we can not expect the price to remain the same; and if there are four times as many women as men obtainable for a position in our schools, it simply proves our need of study in Political Economy, if we expect that they can command as high a salary. But are there four times as many women as men applying for the *higher positions*, and willing to abide by the results of a competitive examination as to general scholarship and culture and past experience? When the numbers are even there we shall find the difference of sex more generally put out of sight in the appointments and salaries for such places. Till then, we must wait.

I ask now whether there may not be some truth arising from the defective training, not from the inherent incapacity of women, in the statement that, even with the same intellectual ability, the average woman is not as valuable for a principal of a large school as the average man, and I ask how shall we best overcome this difficulty. We want to raise the level of the mass of women teachers, *i.e.*, of the assistants. To do this, we must have enough principals' places open to them to create a healthful upward current. But, to secure these principals' places, we must make ourselves fully able to perform the duties of principals as profitably as the men in the same positions, not exactly like the men in the same positions. There will always be a difference in ways of detail. The thinking activity, pure and simple, knows no difference of sex; but in its concrete applications, man and woman will always use somewhat different methods, nor would we wish it otherwise.

In what, then, are we most lacking? I answer, first, in a true knowledge of real life; and second, in breadth of thinking. We are

apt to reason on false premises in our judgments of others, and, though we are generally found faithful and watchful as to details and minutiae, we are often not able to grasp our problems as wholes. We are more apt to form our ellipses by carefully piecing together arcs of different circles, than to sweep at once the whole curve. These two things—a knowledge of human nature and a comprehensive grasp of thought—are what we must gain, if we want to secure and retain some of the places as the head of schools; and this we do want to do, not so much for our own sakes as for the sake of elevating the mass.

How shall we gain these? I answer that we must, besides all the experience we can gain for ourselves or make occasion to watch in others, *study*, not simply read for amusement, the works of those who have been masters in this knowledge. We must study Cervantes, Molière, Goethe, and, above and beyond all, Shakspeare. Thus may we learn how to trace motives, how to interpret actions, how rationally to sway men and women; and we may be only thankful that this lesson, so needful, may be learned and best learned with such accompaniments of enjoyment, and that in our search for wisdom here we may travel under the guidance of those who “go hand in hand with nature, not inclosed within the narrow warrant of her gifts, but freely ranging only within the zodiac of their own wit.”

In the real persevering study of these authors for this purpose, we shall fit ourselves for the work we have to do to overcome our second want; for we shall gain in strength so that we can then attack the thoughts of those who have been so wholly devoted to the pure thought that they have not paused to embellish it with figures of speech or to make it attractive. We must study and restudy the strongest thoughts of the strongest thinkers of all time. The world is full of books, but that need not concern us. In stead of the futile attempt to compass the whole range of standard thought-literature, we may as well draw from the original fountains. In stead of spending time over the pupils, let us go to the masters of thought, whose works modern scholarship and enterprise are putting into our hands. Let us study Socrates, Plato, and Aristotle, and the other masters of pure thinking. Let us be satisfied to work patiently at them, content if many years' labor give us only small outward results. So, and so alone, can we grow into the grasp of thought which will fit us to assume the positions of direction to which we aspire.

One more word. It is not necessary, as some would have us believe, that teaching should be a life-work in order that it be well done; but it is very certain that the woman or man who has not the

strength resolutely to shut out from her or his thought the aiming at something beyond what he or she is doing at the time will never make a grand success in any field. The man who teaches *only* to support himself while he reads law, the woman who teaches *only* to support herself until she is married, will never distinguish themselves as teachers;

“ For no expectant eyes  
Of something other full of wild desire  
Can watch the burning of the altar-fire  
Of daily sacrifice.”

But it is no less true that the fact of a man's becoming a lawyer at some time does not render it at all impossible that he may be one of the best teachers now; neither does it any the more follow, if a woman knows that she may be some time a wife, that her utility or success as a teacher at present is impaired.

We are told that the holding of such positions will destroy in woman her most valuable qualities. But this is true only where she is not broad enough to fill such positions worthily, and is seen quite as often in men as in women. The women that America has to day to show, and of whom she will have yet more and more to show as the years open the way, will not be made hard and unsympathetic, or lose their womanly tenderness and purity, in a work which, because of their wide thought, can never sink to the level of pulverizing routine, and which, because of their true and fine appreciation of what human nature really is, will not fail to keep them tender and pure while it makes them strong and wise.

A      U      T      U      M      N

E. W. DENISON.

I.

ALONG the dusty street  
I walk with laggard feet,  
A stranger in the busy, seeking crowd,  
My mother calls to-day,  
And beckons me away  
To where her morning birds pipe sweet and loud.

## II.

Where, from the misty rim  
Of the horizon dim,  
The golden haze doth marry the blue sky;  
Where evening splendors fall  
In gorgeous festival,  
And fresh wild winds do cleanse and sanctify.

## III.

Where, in her forests old,  
The green is turned to gold,  
And scarlet leaves drop on the lichens gray;  
Where odors fine and rare  
Thrill all the balmy air,  
More sweet and subtile than the breath of May.

## IV.

And sailing soft and slow,  
Her white clouds come and go.  
Like angel messengers of love and praise,  
While swift, o'er hill and plain,  
Their shadows flit amain,  
In careless mocking of our mortal ways.

## V.

She calls "Come, child of mine,  
And see my harvests shine,  
My billowy fields of wheat, my prosperous corn;  
Come out, and drink with me  
New wine of liberty,  
That cheers the heart as sunlight cheers the morn."

## VI.

"I may not heed thy call,  
O Mother of us all,  
Though swift my heart doth leap thy voice to hear;  
But all thou hast is mine,  
Thy golden harvest-shine,  
And every splendor of the wondrous year.

## VII.

“No duty-round can stay  
The thought that soars away,  
And roams at will through all thy bright domain;  
No narrow walls can bind  
The free immortal mind,  
That in thy presence is at peace again.

## VIII.

“And thus, by right divine,  
I make thy beauty mine,  
And walk with thee through glorious Autumn days,  
Dim as a distant dream  
My pain and wrong doth seem,  
And all my life is bright with thoughts of praise.”

---

THE STUDY OF NATURE AS A MEANS OF INTELLECTUAL  
DEVELOPMENT.

---

“For many years,” says Carlyle, “it has been one of my constant regrets that no schoolmaster of mine had a knowledge of natural history, so far at least as to have taught me the grasses that grow by the wayside, and the little winged and wingless neighbors that are continually meeting me with a salutation which I can not answer! Why did n’t some body teach me the constellations, too, and make me at home in the starry heavens? I love to prophesy that there will come a time when every schoolmaster will be strictly required to possess these two capabilities (neither Greek nor Latin more strict), and that no ingenuous little denizen of this universe be thenceforward debarred from his right of liberty in these two departments, and doomed to look on them as if across grated fences, all his life.”

This sentiment of Carlyle’s finds an echo in the minds of many scholars of the present day. Having spent years in study, they are yet ignorant of the most important facts concerning the external world, unable to explain the simplest phenomena of nature, blind to the wondrous beauty of God’s creation, and deaf to the divine melody which is uttered in the harmonies of the material universe.

Some affirm that the study of natural science is fatal to the development of our higher emotions, and tends toward gross utilitarianism. But who can study the harmony existing in the works of nature, the manifest order and design displayed in endless changes and variety, and the immutable laws which govern the physical world, without having his thoughts and aspirations lifted to Him who inhabiteth eternity, the Alpha and Omega. "The heavens declare the glory of God! Day unto day uttereth speech, night unto night showeth knowledge!"

Astronomy writes, in the motions of the stars, poetry more glowing than human pen ever produced. Botany leads us among the flowers, the most unpretending of which is arrayed in a glory greater than that of Solomon, and teaches Divine goodness and love to every thoughtful observer. Chemistry, unfolding to us wonderful and mysterious changes, excites not only emotions of beauty, but of sublimity. And what shall we say of that marvelous agent, vital force, which still eludes the analysis of the latest science? In Autumn it withdraws its power, and all nature is clad in the habiliments of decay and death. In the spring-time, with magic hand it robes the earth in living beauty.

Who will say that lofty sentiment and poetical genius were extinguished in the soul of Hugh Miller by his devotion to the study of Geology? Are not the original occasions of poetry found in nature alone? Goethe, the poet and philosopher, Walter Scott, a close student of nature and the author of some of the most thrilling poems that the world has ever read, and Bryant, whose poetry so clearly reflects nature, of which he is a strict observer, have proved that science and poetry may mutually aid each other. And the language of nature is not obscure, her book being written, as Lord Bacon aptly remarks, "in the only language that hath gone forth to the ends of the world, unaffected by the confusion of Babel." The utterances of nature form a poem written by the finger of God, so simple and beautiful that a child may read with delight; so deep and sublime that the great philosopher, as he reads, shall feel his soul stirred to its inmost depths, and shall reverently approach the veil which separates the known from the unknown.

Nature is also the handmaid of art. The sculptor or painter who attempts the realization of his beautiful ideals must first study nature. Whatever he wishes to represent, he must study minutely its form, structure, and relations. Art is but the imitation or embodiment of



nature. The sunset of to-day, unless transferred to canvass, can never be seen again; for like the ever-varying picture in the kaleidoscope are the beauties of nature, and to preserve and perpetuate these beauties is the noblest achievement of art.

We have seen that the study of nature is a source of poetry. Since poetry is but the language of the imagination, it follows that the study of nature must develop the imagination. It is also unequalled as a means of cultivating the memory. Zoölogy tells us of the forms of animal life exceeding in number two millions, while Botany presents to our view three hundred and twenty thousand species of plants. All that Astronomy includes one could scarcely master in a lifetime of study. Adding to a thorough knowledge of any one science which might be chosen as a particular field for research and study a knowledge of the most important principles of the others, we have sufficient matter for the development of the most susceptible and retentive memory.

The relations, too, in the natural sciences are not accidental, but philosophical. The memory, therefore, cultivated by this study, is not simply the power of holding together isolated facts, but is one dependent upon an unbroken chain of facts and principles closely linked in the relation of cause and effect. By observation we are led to make particular propositions; by comparison and generalization we come to general propositions. In this way, through the activity of the perceptive and reasoning powers, we come to a knowledge of general laws. In the application of the general laws thus reached by induction, we proceed by the process of deductive reasoning from the general propositions or statements of laws to particular propositions. By constantly observing facts, drawing conclusions from them, and verifying these conclusions by observation or experiment, we form the habit of correct reasoning, and thus gain the same kind of discipline which Geometry or any other abstract science affords. Nor is discipline alone the result of the study of nature, as is often the case in absolute sciences. Nature rewards her students not only with discipline, but with knowledge the most practical, pleasurable, and profitable. Much depends upon the mode of study. One may study *books* of natural science, and yet fail to study nature and also fail of discipline. A system of mere rote-learning will never suffice. If the student's mind has not been brought into direct contact with nature, if he has not studied the great volume of which text-books of natural science are

only meagre transcripts, his knowledge will be scarcely preferable to ignorance; he can have no better idea of the real thing than one could obtain of the ocean by looking at a dull map of the sea. By learning from books alone the pupil is taught to fix his thoughts, not upon the things of which he is studying, but upon the mere forms of expression.

We believe that this system injures many intellects. The pupil begins to study books of natural science with his perceptive faculties all alive and fresh for observing the real objects of nature, but in trying to understand words, to him unmeaning signs of ideas he never possessed, his mind is overtaxed and confused; he receives passively what is told him, and endeavors to remember words, which are the mere husks of knowledge. His natural cravings for real knowledge are suppressed, an artificial appetite for mere verbiage is created, while dullness and stupidity are fostered. Give a class a botany-lesson of three or four pages, and notice how lifelessly they define, in the words of the book, the root, stem, leaves and parts of the flower. The flower and plant are no realities to them, the lesson they say is dry and uninteresting. But lay aside the book, present the plant to them, ask them to tell you about it, calling their attention to the things which you wish them to notice particularly. Then observe how their countenances will at once brighten. Every one will have something to say about the plant; they will notice all the parts, and, under the guidance of a skillful teacher, will accurately describe them. By such teaching every flower will at length become an object of much interest to them; an hour of such study will be of more benefit than a week's study of the book.

If the child by proper teaching is brought into close communion with nature in after life, every singing bird will awaken in his soul an echo of praise, the very rocks will have tongues to tell the life and death of countless ages, the starry heavens will open to his view infinite space filled with worlds to which his own little universe is but a grain of sand. He will be reminded of the Divine being, who, though the creator of the vast universe, yet noteth the sparrow when it falls. His soul will be stirred with emotions unknown to the mere student of books. He will perceive the happiness and the harmony which pervades the creation, and, more than all, he will learn those fixed moral and physical laws, perfect obedience to which is the ultimate end of every human being.

S. C. ALLEN, in R.I. Schoolmaster.

## THE GERMAN UNIVERSITY SYSTEM.

## INTRODUCTORY REMARKS.

NOTHING will serve better to illustrate the varied and comprehensive character of the studies pursued at a great German university than a statement of the course of studies, for the better understanding of which the leading features of the organization of a German university are prefixed.

## FOUNDATION, AND RELATION TO THE GOVERNMENT.

The German universities were, in most cases, founded by the sovereigns of the different states, who endowed them with lands and money, and whose names they frequently bear. Thus, *e.g.*, the official title of the Berlin University is the 'Frederick-William University', because it was founded by Frederick William III.

Their present position and their relation to the government is regulated by their two-fold character as nurseries of free science and as seminaries for the education of the civil officers of the government. Most of them possess a considerable endowment, but for the demands of modern science this is but rarely sufficient, and most of them enjoy large subsidies from the state. It is, therefore, but natural that the government has the supreme authority over the universities, and even appoints the professors, taking into consideration, however, the recommendations of the faculties. In Prussia there are special officials who form the connecting links between the universities and the government. In most cases this office is held by one of the professors, who is appointed by the government. By another prerogative, the government has the exclusive appointment of these professors, who are entitled to hold examinations for positions in the civil service, including ministers, physicians, etc.

## UNIVERSITY OFFICERS.

At the head of each university there is a 'rector', who is annually elected by the professors from their number, and who has to exercise the general supervision of the whole university. In his functions he is assisted by a 'senate'—in some cases consisting of a committee of professors elected annually, in others comprising all the 'ordinary professors'—and by the 'curator'. The professors are either 'ordinary' or 'extraordinary' professors; the former, enjoying higher rank and greater emoluments, are appointed for special branches of science, on which they are obliged to lecture, and are eligible to all academic

offices; the latter lecture on subjects of their own choice. Besides these, there are so-called 'private professors'. Any student who has finished his studies may acquire the privilege of holding lectures at the university by the so-called '*habilitatio*', i.e., an oral examination, the defense of some thesis in a public disputation, and in some cases a trial-lecture. He may then lecture, but without, as yet, enjoying the rank and pay of a professor. This is, in most cases, however, the first step toward obtaining a professorship.

#### CLASSIFICATION OF STUDIES.

All the studies at a German university are classed in four schools, called *faculties*, viz: theology, law, medicine, and philosophy; the latter comprising, besides philosophy proper, natural sciences, mathematical sciences, political economy, history, geography, history of art and literature, and philology. In some universities the theological faculty is subdivided into a Roman-Catholic and a Protestant one, and in some natural sciences form a separate faculty. With regard to the course of studies given below, it must be borne in mind that this is only the course of one term (*semester*), and that, consequently, none of the sciences mentioned present a complete whole. For this there is generally required a full university course of four years (*quadriennium*), each divided into two terms of about four and a half months each. During such a course opportunities are offered for going over the whole field of a science. There is nothing, however, to prevent a student from pursuing his studies for an indefinite period of time.

Another characteristic of the German universities which must not be lost sight of, and in which they differ materially from English universities or American colleges, is what may be called 'academic liberty'. From all parts of Germany young men come to these seats of learning, and all are admitted, even foreigners. Although in most cases only those who present a 'certificate of maturity' (a certificate showing that they have satisfactorily completed their studies at a gymnasium) are considered as full academic citizens, every educated man, though not at all connected with the university, may attend any lectures by paying a small fee. Every student is at liberty to select the studies and professors that suit him best, as in most cases several professors lecture on one and the same subject. There are, however, in every faculty some obligatory lectures, having special reference to the future career in life, the attendance at which must be proved at the examination for any of the respective offices of lawyer, physician, minister, etc.

## ORGANIZATION OF THE FACULTIES

Each faculty has its separate statutes, drawn up and revised, from time to time, by the professors of each faculty, and approved by the government. The presiding officer of each faculty is the 'dean', who is annually elected by the professors of the faculty from among their own number. As such he enjoys a special salary, varying at the different universities. His duties are: to receive all orders and communications addressed to the faculty, and to keep a journal of them, to call together the faculty at certain stated times (or oftener, if there is any subject of special importance), and to preside over the discussions of the different questions (disciplinary, scientific, etc.) brought before the meeting; to preside at the annual examination for degrees in his faculty, and to give diplomas; to keep a list of all the students in his faculty, to register their names on entering the university, and to examine their certificates; for all of which he receives an entrance fee, which, as well as the fee on obtaining a degree, forms part of his salary.

## UNIVERSITY JURISDICTION

With regard to his actions, a German student is not amenable to a civil court of law, but only to the university court of law, composed of the 'senate', or a committee appointed by the senate from among its members, and presided over by the university judge, who is appointed by the government, generally one of the professors. There is every probability, however, that these privileges may ere long be abolished, strong objections to them having been raised on all sides, as being a relic of mediæval institutions. (Circular of the Bureau of Education)

## NATURAL SCIENCES IN THE PUBLIC SCHOOLS

— — —  
J. A. SEWALL.  
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"THE 'Natural Sciences' are upon us, and we must do the best we can," I overheard one teacher say to another, not long since.

His idea seemed to be that an additional burden had been laid upon the already heavily-laden shoulders of the pedagogue, and it was the part of wisdom to bear it uncomplainingly.

Now, this is not the best way to regard the matter, fellow teachers. Our business is to educate the boys and girls. To do this, we direct

them in the work of acquiring facts, and then teach them how to use these facts, that they may acquire more facts, and then to put each in its true place or relation. In short, we teach them, or we ought to, to use the senses, to keep the lines of communication between the world without and the mind within wide open and unobstructed; and when the mind within knows how to use these lines of communication, and knows what to do with the material brought to it, the boy or girl is doing well, and is being educated.

Whatever helps us and them to do this makes the burden of teaching lighter, and the labor of study a labor of love. It is good to eat when we have good food and a keen appetite.

The wise men of this state, or a majority of them, in the legislature assembled, say to the teachers of the land, "Teach the elements of Natural Science, and Physiology and the Laws of Health," and the interpreter says, "this means Botany, Zoölogy, and Natural Philosophy." The legislators were wise; they did well. They did something for the state, for the children of the state, and for all the people of the state.

Prof. Turner and many others had urged this course for years, in public and in private, through the press and from the platform, but with little effect. What they failed to do by long-continued effort, a little *law* has accomplished, apparently, at one stroke. I say *apparently*, for it depends upon what we teachers do whether the natural sciences in the public school shall be a success or not.

If we teach these branches simply because the *law* requires that that they shall be taught, success will not crown our efforts, and in a few years they will die out, and our last state will be worse than the first. On the other hand, if we recognize the fact that it is our business to educate the young, then whatever helps in this work we are bound to cherish, and if it be *law*, to honor and obey.

In doing this work, teachers are inclined to rely too much on books and too little on things. The book may be an excellent guide; but if one is not guided by it, little good comes to him who uses it.

In the study of Botany, the text-book, if any is used, should assist the pupil in finding his way in the botany of the field, the forest, and the garden. If it fails to do this, the bare facts that have been acquired from the book will hardly pay for the effort that has been put forth to acquire them. It is well to know the *names* of things, but better to know the *things*. It is a good thing to know that seeds are always borne on the *placenta*, but better to know that seeds are al-

ways borne on the edges of the carpels (or leaves) which form the pistil. The former fact may be remembered; the latter reveals something of the *plan* of the plant, and must be understood.

In the study of Zoölogy, it is better to begin with individuals and work up to a classification, rather than to begin with the classification of animals and descend to the individuals. Possibly it is better for the pupil to know from observation that the cow has no upper front teeth than to know from the books that there are four great types or branches of animals.

Above all, the teacher should know much more about the subject than what he teaches. He can not use successfully a primary botany if his knowledge of the subject is confined to what that teaches. If he has only been through the 'Child's Book of Animals', he is scarcely fitted to teach Zoölogy. He needs to study books much, and nature more.

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## COMPETITIVE EXAMINATION.

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E. L. WELLS.

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THE following letter was recently addressed to the County Superintendents of Schools of the counties of Carroll, Jo Daviess, Lee, Ogle, Stephenson and Whiteside, comprising the Third Congressional District of Illinois, through the papers of the several counties, by the member of Congress of said district, the Hon. H. C. Burchard.

FREEPORT, ILL., Aug 16th, 1872.

*Gentlemen:* There is a vacancy in the U.S. Naval Academy at Annapolis, to be filled by the appointment of a Cadet Midshipman from the Third Congressional District of Illinois. There being already several applications for the appointment, I know of no better way to make the selection than by a competitive examination of candidates, which will be held at Freeport, on the 4th day of September next. Should there be any young men within your knowledge residing in this district desirous of this appointment, you are respectfully requested to notify them to be present at such examination; and I request you to take charge of and conduct the same, and certify the result to me. If either of you are unable to be present in person, please deputize some one from your county to act for you. Candidates must be between fourteen and eighteen years of age on the 20th of September next, must be not less than five feet in high, and must be in all respects physically sound, well formed, of robust constitution, and qualified to endure the arduous labors of an officer in the navy. The examination will be upon the branches required by the rules of the Naval Department.

HORATIO C. BURCHARD.

Seven young men, each desirous of the appointment, met at the place and time appointed. Written instructions were given each one, showing in full what would be expected, and what rules would govern during the examination. All had the same printed questions. They drew numbers, and each placed his number and name, with several other items, in an envelope, which, after being sealed, was addressed to the Hon. H. C. Burchard. The candidates were examined in Arithmetic, Grammar, Geography, Writing, and Spelling. The examination-papers were only known by numbers to the examiners, who made the following report:

FREEPORT, ILL., Sept 4, 1872.

*To the Hon. H. C. Burchard:*

SIR: At the examination, held this day at this place, of candidates for the Naval School at Annapolis, we, the undersigned, do hereby certify that we have marked the papers of the candidates as follows, one hundred being the standard required. Number one has passed the best examination:

No. 1, 81.86; No. 2, 50.48; No. 3, 81.46; No. 4, 79.18; No. 5, 78.34; No. 6, 69.50; No. 7, 52.34.

M. W. SMITH, Sup't Whiteside County.

G. W. PEPOON, Sup't Jo Daviess County.

I. F. KLECKNER, Sup't Stephenson County.

E. L. WELLS, Sup't Ogle County.

The successful competitor proved to be William H. Allen, of Morrison, Whiteside county. He is a fatherless boy, aged fifteen, and one that has won favor among the citizens, and in the public schools of Morrison, by hard and honest work.

Let the time soon come when it will be the rule, and not the exception, for merit, and not wealth or dishonest political influence, to determine the appointments of honor and trust in our nation.

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## C O L L E G E D E G R E E S .

DURING the recent meeting of the National Educational Association in Boston, the committee appointed last year to take into consideration the subject of College Degrees made their report before the Department of Higher Instruction. The report recommended the organization in each state of a body of learned men whose business it should be to pass upon the qualifications of candidates for degrees from the several bodies within its borders. President Eliot, of Har-



vard University, thought the scheme was not practical, and suggested the adoption of the German system, which provides that the name of the institution conferring the degree shall immediately follow the title whenever it is used. Dr. Gregory, of our own state, expressed the opinion that college degrees were of very little value, and questioned whether it would not be better to abandon them altogether. The more we have thought of this matter, the more firmly convinced are we that the simplest and most sensible solution of the difficulty is the one suggested by the last-named gentleman. If we may be excused the Hibernicism, we should say that the easiest way to untie this knot is to cut it. We should think that any one acquainted with the manner in which these so-called honorary degrees are some times obtained would be in favor of abolishing them at once rather than suffer the evils of the present rotten system to continue. If some of our old, time-honored colleges would refuse to confer any more honorary degrees, and, what is more, drop the titles appended to their own names, there would be some hope of a reform. But it seems a hard thing to give up these cabalistic letters after they have once been secured. It is a sort of abdication of a dignity that one does not like to surrender. Even those who consider them worthless are too often like the men of whom Cicero speaks, who, he says, even in those books which they write about despising fame and glory, are very careful to have their own names appear.

The following extract from an article in *The Methodist* on this subject gives an inside view of how these things are some times managed.

"Many persons have the boldness to make direct application for themselves, and wonder why their requests are not granted. A minister of these United States wrote to a college president that he wanted a degree very much—that he felt himself worthy of 'LL.D.', but for the present he would be satisfied with a simple 'D.D.', and added, 'The latter (D.D.) is so common that I can only think of it as a stepping-stone to the other.' I might add that the man was not even a college graduate. He was admired for his frankness, but his request was not granted.

"Two years ago, one, at least, of our colleges received an offer, from a man high in position, to sell for them any number of honorary degrees 'at prices to make it an inducement for you to accept my offer.' The degree of 'LL.D.' was worth from three to five hundred dollars, depending on the reputation of the college granting it. The

degree of 'D.D.' was worth from fifty to one hundred dollars; while an 'A.M.' would only bring twenty-five to fifty dollars. The plan seemed such a feasible method of increasing a small endowment that a member of the faculty at once moved to sell forty 'LL.D.'s' at five hundred dollars each, to endow the chair of law; two hundred 'D.D.'s' at one hundred dollars, to establish the chair of theology, and four hundred 'A.M.'s' at fifty dollars, for the chair of liberal arts. Sixty thousand dollars were to be realized before other colleges should learn the joke, and by competition put down the price.

"For some reason, this grand scheme died in that faculty-meeting, and I am the first to divulge these buried secrets.

"College faculties and college trustees are not wholly to blame in this matter, although, if a bad selection for honors is made, the college alone suffers. As these degrees are not always given to persons who have a reputation to recommend them, our college officers can not be expected to know all who want them, and hence must rely upon the names signed to the papers of application. If two or three of our bishops and a half-dozen of our well-known ministers will sign a man's petition, it will be sure to pass, no matter if the candidate were never heard of before. Such a case happened not long since. No member of the faculty had ever heard of the man, but he was highly recommended by bishops and doctors of divinity. His letter of acceptance, about one page in length, contained six misspelt words and one or two mistakes in grammar. As long as bishops and governors, judges and senators, recommend men as in every way worthy for the highest scholastic honors, so long will degrees be granted to persons who were unknown before to boards of trustees or readers of our papers.

"These are samples of the requests received every year by our institutions of learning. Men become infatuated with the idea of having high-sounding letters after their names, and will not take No for an answer. More than one application ends with the words 'Please let me know at once if you can grant me this request, for if not, I must apply to some other institution.' No wonder that some of our best scholars refuse the honors.

"A late writer has said there are not more than twenty-five persons in the country worthy of the degree of LL.D., if that degree means what the words indicate, nor more than one hundred who are true doctors in divinity. In fact, there are two hundred of the former and more than two thousand of the latter. The first degree has been given eight times too frequently; the second, more than twenty times.

"The only way to increase the value of any thing is to diminish the supply. If we desire to bring honorary degrees back to par, we must give them a better basis of value and lessen their frequency. This may be accomplished in several ways.

"Our institutions of learning, empowered by their charters to grant honorary degrees, may be more sparing with their gifts. If we have been in the habit of giving two or three doctorates each year, let us sift the candidates more thoroughly and select the one most worthy from all the applicants. Still better would it be not to give any.

"Our institutions may adopt the enlightened policy of Harvard University, and grant these degrees only upon examination, thus placing them with the regular University degrees. If a man wants a D.D., let him pursue the studies laid down for the degree. If this were adopted, the number of candidates would grow rapidly smaller. A third method, and the one most likely to accomplish this result, is for colleges to waive the right to confer the doctorate of Laws, leaving it to the law colleges, and the doctorate of Divinity to our theological schools, reserving the right to confer the degrees of Doctor of Philosophy and Master of Arts.

"Many arguments in favor of this 'division of labor' will occur to reflecting readers. Chief among all arguments is this, that these several schools are the proper places for the several degrees.

"A number of eminent lawyers ought to be better judges of a person's fitness for the degree of Doctor of Laws than the faculty of a College of Arts. Again, although most of our professors are also preachers, the theological faculty seems to be the proper board to decide upon the doctorate of divinity. With just as much reason, our colleges might give the degree of M.D. as those now given.

"That our institutions will be slow to give up their privilege of granting honors is certain; that it would be best for them to do so is just as certain."

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## EDITORIAL DEPARTMENT.

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BACK AGAIN.—After passing the summer vacation among the hills of New England, drinking in the bracing air and enjoying welcome rest, we find ourselves back again, seated in the editorial chair, and herewith we send a kindly greeting to the readers of the Teacher. As we return, we meet the work of another school

year, which we enter upon with fresh strength and willing mind. We only hope that all of our fellow teachers may have had as pleasant a vacation and may feel as ready to begin work again. During our absence, the editorial labors of the Teacher were performed by Prof. Thomas Metcalf, who, we trust, will continue to use his ready and accurate pen for the benefit of our readers.

**THE CHICAGO GRADED COURSE OF INSTRUCTION.**—The fourth edition of the course of instruction for the public schools of Chicago, revised by the superintendent and adopted by the board of education last April, has just been issued. The general features of this course are well known to the educators of the country, and especially of Illinois, where so many of the towns have availed themselves of the suggestions and the experience of Chicago in organizing their own school systems. This course of study was originally prepared by Mr. W. H. Wells while Superintendent of the Chicago schools. It has undergone modifications and revisions from time to time, as the experience of teachers and superintendent has suggested improvements in it, but still the work of the master hand that first framed it is easily traced. It now forms a hand-book of more than one hundred pages, and contains so many valuable hints and directions respecting the work of the school that one can not but wish it were in the hands of all our teachers. The graded system is regarded by many as a sort of inflexible, iron-bedstead plan, and hence it has some times been subjected to bitter attacks. But the only objections that have any real foundation may generally be traced to errors or abuses in the administration of the system rather than to any faults in the system itself. It is true that it cuts up the work of teaching into parts 'which may easily become disjointed fragments, even in the hands of teachers who strive to be faithful in the performance of their allotted work'; that the narrow limits of a grade 'may lead to a little letting-down of the teacher's watch, and a lack of study', and that there is some times manifested a tendency to sacrifice the good of the pupil to the maintenance of a system. But to foresee these evils as impending is a long step toward their prevention. There can be no ground for the charge, so often made, that our schools are conducted upon the hot-bed principle, that in them the forcing process is reduced to a fine art, that our teachers are occupied simply in administering to their pupils at regular intervals given portions of the text-book, if those who control our schools bear in mind that 'the proper question for each teacher to ask is, not how much have my pupils swallowed, but how much have they digested; not how full are they, but how much strength have they gained; not how many rules have they committed, but how many principles have they mastered; not how far have they traveled, but how much have they observed by the way; not how much more do they know, but how much better have they become.'

The importance of the personal influence of the teacher regarded as an educational force is well put in the following words: "The teacher is studied more than all the books used in our schools, and order, neatness, cleanliness, quiet earnestness, punctuality, truthfulness, self-respect, self-control, obedience to rules, kindness, forbearance, courtesy, considerateness, affability, politeness, sympathy and love wrought into the life of the teacher, so as to be recognized at all times as a part of his very being, will do more toward improving the character and developing the power of the student than all other agencies combined."

The following suggestions relative to order in the school-room will commend

themselves to all teachers. "It is often the case that that school is best governed in which there is the least apparent show of attempt to govern. It is certain that a noisy teacher will have a noisy school. Constant and nervous calls to order only make the repetition of such calls more and more necessary. Quiet and patient demeanor is worth more than bluster."

The course of instruction in morals and manners is, from the very nature of the subjects, left more indefinite and less fixed and formal than the other parts of the course. We have known those, even among teachers, who have seemed to think that there was a failure in duty unless some definite portion of time was set apart each day for instruction in these departments. The only true course to adopt with these subjects is the one suggested here: "Unlike other parts of the work, this can have no set time assigned it in the programme of daily exercises. Set lectures upon kindness, gentleness, benevolence, or any other desirable quality, will not counteract the influence of a single harsh word, an angry gesture, or a selfish act. Good qualities gain strength by exercise, and their exercise should be encouraged. Love to parents and others, friendship, kindness, gentleness, obedience, honesty, truthfulness, generosity, self-denial, neatness, diligence, etc., are cultivated in children, not so much by direct exhortation and formal precept, as by resorting to expedients that will call these affections and qualities into active exercise. Lead a child to do a kind act, and you will increase his kindness of heart; and this is the best of all lessons on kindness." "No teacher can expect to make his pupils more civil, more courteous, or more truthful and virtuous, than he shows himself to be. In dress, in movement, in speech, in thought even, he must *be* what he would have his pupils *become*."

We wish to add our amen to what Mr. Pickard says of the untimely and injudicious assistance too often rendered to pupils in their lessons: "In these days there is too much *lifting over* hard places, not enough *plodding through* them. Every obstacle removed from the path of a child by an overkind teacher weakens the child's mind." And again, "the teacher should bring the pupil into the face of the difficulties in his lesson and encourage him to battle, rallying him again and again, if need be, to the contest, until victory crowns his efforts."

Chicago is proud of her energy and enterprise, proud of her pluck, proud of her commercial activity, proud of being the natural centre of the Northwest, proud even of her great fire, and still more proud of the rapidity with which she is recovering from its wide-spread ruin; but she has no more just cause for pride than may be found in her well-organized, skillfully-managed, thorough and efficient system of public schools.

CORRESPONDENCE.—The following letter, from one not long since engaged in teaching in Illinois, contains some items of interest from the Pacific coast.

E. W. COY, Normal, Ill.

SAN FRANCISCO, Aug. 31st 1874

Dear Sir: Since my arrival here, my time has been too much taken up to allow me to devote much to school matters in California. In a couple of weeks most of the schools will have commenced their winter terms. Many of the city schools have already done so.

The evening schools of San Francisco begin next Monday. These are designed especially for the poor and those who are unable to attend day schools. Any per-

son over thirteen, who can show cause for inability to attend in the daytime, is admitted. The best of the regular teachers conduct them. The ordinary studies are pursued, with the addition of some especially suited to apprentices and clerks. Classes for colored pupils are formed in one of the schools. Amongst the thousands of Chinese in the city there are hardly enough children to form a class. The subject of Chinese education is not agitated at present.

The schools generally are not of so high standard as those of the East. It must be remembered that every thing here is in a formative state, and educators have a great many things to contend with. All came here to make money, and in making money neglected every thing else.

It is only lately that a disposition is manifesting itself in favor of educational interests. There have been a number of good sectarian schools in the state for some years. Each sect looks out for itself. The Catholic is the strongest; several of its schools having so good a reputation as to draw pupils of other denominations. The school system is similar to that of Illinois.

The state is rejoicing in the possession of an efficient superintendent. Sup't Bolander is an enthusiastic educator. When elected, he was teaching in San Francisco. Before coming to this state, he taught a number of years in Columbus, Ohio. A lover of science and a thorough botanist, he has done excellent work, in his specialty, with the cryptogamia of this coast. Of much experience as an educator, thoroughly competent, of broad views and commanding presence, yet not beyond the reach of any, he is getting his forces well marshaled, and the watchword is Progress. Calling at his home, yesterday, I found him very pleasant and affable, and not at all unwilling to answer questions. His descriptions of some California difficulties were amusing in the extreme.

More of the directors have daughters to teach their schools than is good for them. Each is anxious to get a teacher of his own denomination, in many cases, and, if he can not do it, is dissatisfied.

The books are McGuffey's, Monteith's, Robinson's, and various others. The methods and teachers come from all places under the sun, and differ as widely as the places they come from.

Prof. D. C. Gilman, of Yale, President-elect of California University, arrived yesterday. Prof. Allen, of Madison, Wisconsin, is elected to a position in the State Normal. It is not in session. I should be glad to tell you something of it, but the means of getting information are not at hand, and my time is very short.

Start next Wednesday for Salt Lake.

Respectfully yours,

G.

PERSONAL.—MR. A. ETHRIDGE, the able and popular Superintendent of Bureau county, has entered the service of Harper & Bros. as agent for their publications in this state. We regret his loss to the schools, but we congratulate the Harpers upon securing the services of so worthy a gentleman and one so well fitted for the work which he is undertaking. We wish him an abundant success in his new field of effort. His office is with Jansen, McClurg & Co., Chicago. MR. PRESCOTT is for the present filling his place as superintendent.

THE BURNING OF SCHOOL-HOUSES.—As the season of the year draws near when fires are needed to make our school-rooms comfortable, it will be well for teachers and school-officers to take the trouble to examine with care the flues and heating

arrangements in their school-buildings, in order to make sure that all is safe. A little care in this matter now may be the means of saving much money and, perhaps, the lives of some of the children. Every year, as the cool weather of the fall comes upon us, we read of the destruction of school-houses by fire, and of the narrow escape of those within. Some of these casualties, doubtless, are due to causes which could not have been discovered; but many of them might have been discovered and prevented by the exercise of a proper care at the right time. We do not think that there is of necessity more danger of fire with the modern furnaces than with the old-fashioned stoves, but the furnace is further removed from the eye of the teacher, and hence is more likely to be left to take care of itself.

These words of caution are suggested by reading a notice of the destruction by fire of the Union School-building in Moline, on the evening of September 19th. The fire is supposed to have caught from the furnace in the basement, and had gained such headway before the engine was brought to play upon it that the building and its contents were entirely destroyed. It was a three-story brick building, and cost \$40,000; insured for \$25,000.

**CURIOUS FACTS ABOUT WORDS.**—Marsh tells us that the number of English words not yet obsolete, but found in good authors, or in approved usage by correct speakers, including the nomenclature of science and the arts, does not probably fall short of one hundred thousand. A large portion of these words, however, do not enter into the living speech, the common language of daily and hourly thought. Some celebrated English and American orators have been able, upon occasion, to summon at their command one-half of this vast array of words, although they habitually content themselves with a much less imposing display of verbal force. Few writers or speakers use as many as ten thousand words; ordinary persons of fair intelligence not above three or four thousand. If a scholar were to be required to name, without examination, the authors whose English vocabulary was the largest, he would probably specify the all-embracing Shakspeare, and the all-knowing Milton; and yet, in all the works of the great dramatist there occur not more than fifteen thousand words, in the poems of Milton not above eight thousand. The Old Testament uses but 5,642 words. The whole number of Egyptian hieroglyphic symbols does not exceed eight hundred, and the entire Italian operative vocabulary is said to be scarcely more extensive.

**CIRCULAR OF INFORMATION.**—The Circular of the Bureau of Education for January, 1872, has just been received. It is a pamphlet of forty three pages, giving information about the German and other foreign universities. These circulars are doing a good work, by disseminating educational information through the country. The exhibit contained in the present one of the essential features of the German, French and English university system it would not be easy to find elsewhere in so compact and convenient a form.

**NEVER TOO LATE TO LEARN.**—We see it stated that Caleb Cushing, now in his 73d year, while in Paris last May, devoted three hours each day to the study of French under an eminent teacher; and that, too, notwithstanding he has spoken and written the French language fluently ever since he was a young man. His object, as he says, was to acquire 'a greater felicity of expression'. What might not a young man, possessing the spirit and devotion to study of this veteran of

more than three-score years and ten, accomplish in the way of self-culture? We have had pupils eighteen years of age who thought it was *too late* for them to obtain a liberal education. Mr. Cushing was one of the counsel of the United States before the late Geneva tribunal, and delivered his argument in the case in French.

## EDUCATIONAL NEWS.

### ILLINOIS.

STATE ASSOCIATION OF COUNTY SUPERINTENDENTS.—The following is the Programme of Exercises for the Annual Meeting of the Illinois State Association of County Superintendents, to be held in Urbana, Champaign county, October 8th, 9th and 10th, 1872.

*Tuesday, Oct. 8th.*—10.00 A.M., Opening Exercises. 10.15 A.M., *Nature's Method, the true Theory of Education*, by S. O. Simonds, Superintendent of Will county: discussion by Sup'ts L. T. Hewins, of Iroquois; J. R. Marshall, of Kendall; and others. 11.00 A.M., *Provisional Certificates*, by Albert G. Lane, Superintendent of Cook county: discussion by Sup'ts T. R. Leal, of Champaign; A. W. Durley, of Putnam; and others. 2.00 P.M., *Teachers' Institutes*, by Geo. B. Charles, Superintendent of Kane county: discussion by Sup'ts John Hull, of McLean; Chas. H. Knapp, of Jersey; and others. 3.00 P.M., *The Introduction of Natural Sciences into Common Schools*, by Dr. J. A. Sewall, of the State Normal University. 4.00 P.M., General discussion of Dr. Sewall's lecture. 7.00 P.M., Lecture: *How to do it*, by Prof. W. H. V. Raymond, Springfield.

*Wednesday, Oct. 9th.*—9.00 A.M., Opening Exercises. 9.15 A.M., *The Best Method of Teaching the Natural Sciences*, by Geo. W. Pepon, Superintendent of Jo Daviess county: discussion by Sup't F. W. Livingston, of Mercer; and others. 10.00 A.M., *The New School Law*, by Hon. Newton Bateman, State Superintendent of Public Instruction. 11.00 A.M., General discussion of Dr. Bateman's lecture. 2.00 P.M., *Report of Committee on Course of Study and Programme for Ungraded Schools*, by M. W. Smith, Sup't of Whiteside; J. P. Slade, Sup't of St. Clair; I. F. Kleckner, Sup't of Stephenson. 2.30 P.M., General discussion of the subject. 3.00 P.M., *How can Uniformity of Text-Books be best Secured?* discussion by B. G. Hall, Superintendent of Stark county; and others. 3.30 P.M., *How shall we Educate?* by James E. Millard, Superintendent of Carroll county: discussion by Sup't Geo. S. Wedgwood, of LaSalle; and others. 7.00 P.M., Lecture: *The Uses of Natural Science in Education, and the True Law of its Successful Study*, by Dr. J. M. Gregory, of the State Industrial University.

*Thursday, Oct. 10th.*—9.00 A.M., Opening Exercises. Discussion of Dr. Gregory's lecture. 10.00 A.M., *Relation of the New School Law to the County Superintendency*, by E. L. Wells, Superintendent of Ogle county: discussion by Sup'ts F. H. Chapman, of Macoupin; O. F. McKim, of Macon; and others. 11.00 A.M., Brief statements from superintendents concerning Normal Graduates—the test and verdict of experience. 2.00 P.M., *Examinations of Teachers in Natural Sciences*, by Rev. Fred. W. Beecher, Superintendent of Kankakee county: discussion by Sup'ts B. G. Roots, of Perry; F. M. Vanlue, of De Witt; and others. 3.00 P.M., 'Query Box', and Miscellaneous Business.

JAMES P. SLADE,  
For the Executive Committee.



CHICAGO.—The schools of the city opened Sept. 2d, with a crowd of pupils: in some districts the accommodations are insufficient, so that applications for seats are far in advance of the admissions. Temporary accommodations are to be obtained by hiring rooms when practicable. School-houses in the burnt district are hurried on, as the people are pressing in with their families to their old homes. The new Board of Education, appointed by Mayor Medill under the new school-law, finds a great amount of work to do under these circumstances. A member told us that for some time the work of the Committee on School Houses must be enough to claim at least half their business hours. . . . Mr. Pickard met the principals at the meeting of the 14th, and gave account of the educational meetings he had attended during vacation. Most noticeable was his relation of his promise made in a talk at the American Institute of Instruction: namely, that the experience of the past year authorizes him to say that he will show a city where corporal punishment is *allowed* in the public schools, but *not used*, nor is any thing more objectionable substituted for it. It was found last year that the suspensions were not more numerous from the schools that abstained from corporal inflictions. Himself opposed to corporal punishment, he would sustain all teachers who think it necessary or most expedient: he would not hamper any by a rule of prohibition. . . . The general Teachers' Institute is not to be revived. The Superintendent causes the teachers of the several grades to meet him at the Normal School so that all do so about once in five weeks. Thus the 9th and 10th grade teachers attend Sept. 21st; 7th and 8th, Sept. 28th; 5th and 6th, Oct. 5th; 1st and 2d, on the day of the Principals' Association, Oct. 12th; and the 3d and 4th, Oct. 19th. At the next meeting the principals are to confess their experience of the use of corporal punishment and of substitutes for it.

DECATUR.—We have received the Report of the Public Schools of Decatur for the year ending July 31, 1872. The ward schools are divided into seven grades, with a course of study extending over as many years. Superintendent Gastman has arranged for all the grades but the lowest a course of lessons in the elements of physiology, botany, zoölogy, and natural philosophy, upon the basis of the lessons prepared by Superintendent Harris last year for the St. Louis schools. The High School has a four-years course of study, with Latin and Greek optional for those wishing to fit for college. The number of different pupils enrolled in the school the past year is 182; the average daily attendance, 131. The graduating class numbered six, all young women.

HENRY COUNTY.—Our Annual Institute has just (Sept. 7th) closed a very interesting five-days session. We have been especially fortunate in having a very efficient corps of instructors, among whom were Prof. J. V. N. Standish, of Lombard University, and Prof. O. S. Westcott, of Chicago. Prof. Standish gave daily class exercises upon the new sciences, and Prof. Westcott kept the interest up to the highest pitch of enthusiasm by his masterly enlivening exercises in mathematics and natural history. We would cheerfully recommend him to the attention of the public, as an invaluable conductor of institute exercises. Excellent lectures were given by Prof. Standish, Rev. M. L. Williston, of Galesburg, and Rev. S. Grant and Welsher, of Cambridge. Prof. Standish's lecture upon *Enthusiasm* was especially entertaining and instructive.

COM

STARK COUNTY.—Our Institute will be at Wyoming, from Oct. 22d to 25th inclusive. Mr. S. H. White will spend one day with us. . . . The people of Toulon have voted a tax of \$15,000 for a new school-building. . . . Have a new building at Wyoming at a cost of about \$8,000. B. G. HALL

KNOX COUNTY.—The semi-annual convention of Knox County Teachers' Institute will be held in Galesburg, commencing October 22d, and continuing throughout the week. Most of the exercises will be conducted by Prof. E. C. Hewett, from Normal. A large attendance is expected.

F. CHRISTIANER, Co. Sup't.

TAZEWELL COUNTY.—The Tazewell County Teachers' Association was held at Washington, August 26th, 27th, 28th, 29th, and 30th, with about seventy teachers in attendance. Mr. Powell, of Aurora, presented the subject of *Zoology*; J. P. Wood conducted the exercises in *Physiology and Hygiene*; Mr. James Kirk led in *Botany*, and Mr. Mason in *Natural Philosophy*. Exercises in *History* were conducted by Mr. Snow; in *Mathematical Geography*, by Mr. Allensworth; in *Penmanship*, by Mr. Phillips; and in *Phonics*, by Messrs. Mason and Allensworth. Monday evening, Mr. Albert Ethridge, of Princeton, lectured on the *New Departure in Education*; and Tuesday evening, Rev. J. O. Hough, of Delavan, on *Elements of Character Essential to Success in Life*. On Wednesday evening, a sociable was held. The officers for the ensuing year are as follows: President, S. K. Hatfield; Vice-President, W. A. K. Cowdrey; Treasurer, James T. Brady; Secretary, J. E. Phillips; Executive Committee, S. K. Hatfield, George Colvin, J. E. Phillips, J. P. Wood, and Miss Mary Page.

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### NOTICES OF BOOKS AND PERIODICALS.

(43) THE scope of this work is well indicated by a paragraph in the Preface. "It is not reasonable to suppose that any considerable number of pupils, whether in the country or in the town, will become skilled botanists; yet, it is possible for the great majority of them to obtain some knowledge of the Plan of Vegetation." In exhibiting this 'Plan' to the learner, the author has wisely withheld disheartening masses of detail, as well as superabundant technical terms that could add nothing to the student's real knowledge. Even the temptation to present numerous illustrations of a single statement has been resisted, the aim being "to use few words," since, "if concise and exact statements and definitions are carefully studied, the subjects treated of may be fully understood." The marked features of the work are, first, the small space (less than one hundred octavo pages) within which the subject is treated; second, the beauty and effectiveness of the illustrations (all of which were drawn from nature by Mrs F. Pierce Smith, of Bloomington, Illinois); and, third, the consistency with which the author holds throughout to the thought enunciated in the first lessons: "A plant consists of Root, Stem, and Leaves." It is refreshing to find such an admirable execution of so vivid a conception. From

(43) A CONDENSED BOTANY: Designed as a Text-book for Common Schools, and an Elementary Work in High Schools and Academies. By Joseph A. Sewall, M.D., Professor of Natural Sciences in Illinois State Normal University. Geo. Sherwood & Co., Chicago.

the first, the pupil is prompted to observe, to compare, and, in turn, to inquire. We predict that the fair mastery of this book by a class, under the guidance of a thoughtful, painstaking teacher, will find them longing for more—an end which we doubt not Dr. Sewall contemplated,—one, at any rate, most devoutly to be wished.

M.

(4) TAKING present American usage as a basis for judgment, we can not assent to the author's declaration that "this book is adapted to every grade." From another stand-point—viz., the view that no text-book of Geography should be placed in the pupil's hand until he has become quite proficient in Reading, Writing, and Arithmetic, and in some of the Natural Sciences, the claim is less unreasonable. But for the numerous and attractive cuts, we see little that would be gleaned from this book by average pupils belonging to what we call the Intermediate Grade: the language is in some instances too difficult for them, and some things treated of are not only foreign to children's thoughts, but foreign to Geography. Take, for example, this paragraph, which, as we learn from a Note, is to be memorized: "The Middle or Dark Ages were from the fifth to the fifteenth century. Identified with them were the rise and progress of Mohammedanism, the Feudal System, and the Crusades." We question, also, the value of another feature which the Preface quotes to commend: "The student learns all about *one country or state at a time*—its Civil, Physical, Descriptive, Comparative and Historical Geography; thus enabling him to obtain an uninterrupted view of its geography in its several branches, etc." We are confident that Monteith, in common with most writers of geographical text-books, has carried this plan to excess. Why have the child enumerate "grain, hay, live stock, lumber, coal, lead, and copper," as the products of Illinois; then give "corn, hemp, lumber, live stock, iron, lead, zinc, and copper," for Missouri; and ring another change for Iowa, by reciting "grain, grass, live stock, coal, and lead"? No: this is a bad feature. In marking within each map of a state the positions of its cities and towns, the pupil is told to "mark those only which appear in capital letters on the large map, but in drawing the map of his own state to mark all the cities and towns"—i.e., all that are named on Monteith's map of that state. A good point, but requiring a wise judgment in the author, lest he put too many names in capitals or select inferior towns. An actual count, with the map before us, shows that the State of New York furnishes nineteen cities for the memory of an Illinois school-boy, and for a young New Yorker about sixty. These numbers seem high, and yet the map looks commendably free when contrasted with those we have some times used. For our own state the count gives eight and twenty-eight—several of the latter, it seems to us, unwisely chosen. For instance, Oregon, New Boston, Middleport, Lawrenceville, Salem, Elizabethtown, Shawneetown and Monticello are given, while Dixon, Freeport, Mendota and Champaign do not appear. Of commendable features, we mention, First, the comparison of areas—not by Arabic figures, which speak but faintly to most children, but by means of a standard unit,—a rectangle representing the State of Kansas, which is 200 by 400 miles. Not only are the states of our own country (either singly or in groups) thus compared, but many countries in Europe are subjected to the same test. It is evident that the student, having formed a fair idea of the standard of measure, and seeing Scotland or Maine filling but about one half of the oblong, will be likely to hold the relation ever after in mind. Second, comparative latitudes are given on the margin of the maps. The pupil sees that Paris, Geneva, Florence, and even Rome, are in higher latitude than New York, and is

(44) MONTEITH'S COMPREHENSIVE GEOGRAPHY: Local, Physical, Descriptive, Historical, Mathematical, Comparative, Topical, and Ancient; with Map Drawing and Relief Maps. By James Monteith, Author of a series of Geographical, Maps, and Globes. A. S. Barnes & Co., New York and Chicago. 1872.

led to think of Jerusalem as on the same parallel with Savannah. Third, fairly-executed relief maps assist the learner in forming a conception of the elevations and depressions of the continents and of some of the minor divisions. Last, not least, the cuts, which are many and fine,—of streets, cities, plains, falls, gorges, glaciers, tunnels, bridges, and the like—pictures true as photography itself, are teachers that will not fail to please and to instruct. They call to mind what one of our distinguished educators proposed as a partial solution of the great school problem of the day: How to teach so many sciences in so little time? "Let the children," said he, "learn geography by traveling." Until the funds are furnished, we say give the children true pictures of Earth's marvels of beauty and sublimity in nature and in art, and see that they are studied and felt. M.

(45) WE have here a small 12mo. of 186 pages, which for logical exactness and philosophy of plan we have rarely seen equaled. We confess to a little malice in what we were about to say. It was this: It is a pity that there are less difficult text-books on Grammar than this; in the absence of easier works, our boys and girls not yet entered on their teens would not be put to rehearsing the to them meaningless Forms for Parsing, and wearing the livery of those who are learning to speak and write the English language correctly. Dr. Bain says, "Grammar is a science, or nothing. There are Definitions to be framed, Principles to be stated, Rules to be prescribed—all which operations, if entered upon at all, should be carried out in a scientific spirit." And so a few elementary notions are presented in the preparatory portion of the work, leading the student to the real significance of such terms as Individual, General, Abstract, Class, Coördinate, Definition—close reading for the most advanced grammar-school pupils. A Key, uniform in size with the Grammar, "is framed to assist the teacher in comprehending the exact drift of the Exercises." It also exhausts the important grammatical bearings of each example, and varies the points raised in the Questions. It also includes a large selection of additional examples illustrating the idioms of the language. M.

(46) THE aim of this series, as stated by the publishers, is "to place in a cheap form the advance thought in the scientific world." The collection consists of lectures and essays by men distinguished in the different departments of scientific research. Among the authors already represented in the series we notice the names of such as Huxley, Tyndall, Wallace, Lockyer, as well as the names of some of our leading American investigators. Some of the subjects treated of are *The Physical Basis of Life*, *The Correlation of Vital and Physical Forces*, *The Hypothesis of Evolution*, *Spectrum Analysis*, *The Sun*, etc. This series is issued at first in numbers containing from fifty to seventy-five pages, with paper covers. These may be had at the low price of twenty-five cents each. The first five numbers have been formed into a volume with the title *Half-Hours with Modern Scientists*. They contain a large amount of valuable and interesting matter, and are furnished at a very reasonable price.

(47) WE have already noticed several volumes of the Chase & Stuart Classical Series, and we find this one as worthy of commendation as the others. They are compact, of convenient size, and are furnished at a reasonable price. The text is based upon a comparison of the best manuscripts. The editors seem to have done their work with commendable care, and the publishers to have spared no pains in making the series pleasing and attractive. Livy is beyond the reach of our preparatory schools. It belongs to the college course. His clear, simple and animated narrative will always make him a favorite with scholars, who will never cease to regret that the larger part of his noble work is no longer extant.

(48) THIS is another volume of the series mentioned above. The *Eclogues* and

(45) A BRIEF ENGLISH GRAMMAR ON A LOGICAL METHOD. By Alexander Bain, LL.D., Professor of Logic in the University of Aberdeen. Holt & Williams, New York.

(46) THE UNIVERSITY SCIENTIFIC SERIES. Charles C. Chatfield & Co., New Haven, Conn.

(47) THE HISTORIES OF LIVY: Edited and Annotated by Thomas Chase, M.A. Eldredge & Brother, Philadelphia. \$1.50.

(48) THE ECGLOGUES, GEORGICS AND MORETUM OF VIRGIL, WITH EXPLANATORY NOTES AND A LEXICON. By George Stuart, M.A. Eldredge & Brother, Philadelphia.

Georgics of Virgil, though more finished and, as it seems to us, possessing more literary merit than the *Æneid*, are less frequently read in our schools. We should be glad if our colleges would require them in the place of a portion of the *Æneid*. The *Moretum* is one of Virgil's minor poems, containing but 123 lines, and is not usually given in the school editions of his works. It describes the movements and occupations of a cottager from his rising in the morning until he commences his daily toil. We do not believe in appending vocabularies to Latin text books. Let the pupil who is fitted to read Virgil or Cicero should have a complete lexicon of the language to consult, in stead of a vocabulary specially prepared to suit the case before him.

(49) This writing speller is provided with three columns to a page: the two outside columns for writing the spelling-lesson as the words are pronounced, and the middle column for rewriting the words in correcting the errors. The spelling-lesson is left half-finished if the misspelled words are not corrected and rewritten, and this book seems to be conveniently arranged for doing this work. Price per dozen, \$1.80.

(50) THE *National Sunday-School Teacher* for September is at hand. This seems to us one of the best of the Sunday-school magazines. It is well edited, and has an unusually able corps of contributors. It publishes the National Series of Sunday-school Lessons, and we learn from it that a similar series is to be continued through 1873. Subscription price, \$1.50 a year. *The Little Folks* is designed, as its name indicates, for the little ones. It contains four pages of reading matter and four pages of pictures suitable for the children. Price, 20 cents a year.

(49) CHASE'S WRITING SPELLER AND DEFINER. Adams, Blackmer & Lyon Pub. Co., Chicago.

(50) THE NATIONAL SUNDAY-SCHOOL TEACHER, and THE LITTLE FOLKS. Adams, Blackmer & Lyon, Pub. Co., Chicago.

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# ILLINOIS TEACHER.

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## AMERICAN AND EUROPEAN SCHOOLS.

JAMES R. BOISE.

SELF-SUFFICIENT and conceited as the average American is often represented to be, and proud as we are of our American school system, there is yet, if I mistake not, a tendency in many quarters to disparage our education and to enlogize almost every thing European, especially, every thing German. A rose-colored article appeared not many years ago, in the pages of the Teacher, presenting some very remarkable points of superiority in the German common school system over the American. The article in question was the result of a few months' hasty observation by one who, I think, did not understand, or at least understood very imperfectly, the German language. The generalizations seemed to me at the time unsatisfactory, and in the main untrue.

Before I say any thing more on this subject, I must confess myself to be intensely American. Fortunately, or unfortunately, each successive visit that I make to the most enlightened countries of the old world raises my appreciation of nearly every thing in my own country; or, if any one chooses to put it thus, intensifies my share of the national vanity.

During my recent visit abroad, I took special pains to gain access to the best schools in the principal cities through which I passed—in Edinburgh, London, and several German towns, especially Hanover, where I spent two weeks. In all these places the general system of imparting instruction, and the method of dealing with the young did not appear to me to be materially different from that which I have

(<sup>1</sup>) Written by the Germans Hannover, and pronounced with the accent on the middle syllable; thus, Hanno'ver.

seen from my childhood in this country. Individual teachers have their own peculiar methods, their strong or weak points, not less there than here; but that ideal person, the Yankee schoolmaster, is not so peculiar, nor so original a character, as many have supposed. I saw several, last summer, abroad, who in dress, and manners, and character, would answer to the best description I ever read, either in Washington Irving or any where else, of the pure, native-born, American schoolmaster.

It is generally supposed that the European teacher is more thoroughly trained for his work than the American, before he is allowed to take any position; and there may possibly be some truth in this idea; but I think it has at least been greatly exaggerated. Many persons, doubtless, enter the teacher's vocation in this country with a very unsatisfactory preparation, and learn how to teach, if they in fact ever learn, by crude and protracted experiments on our youth. This is a great evil. But it is not confined to our country, nor to teachers of American birth. Nor is the evil so much greater here than abroad as is often supposed. It is also, I believe, more rapidly diminishing among us than in the old world. No where, except in Germany, is the science of teaching so much discussed, so carefully studied, as in the United States; and no where, not excepting Germany, are the seminaries for training teachers, especially for training female teachers, so efficient, so thoroughly organized, and so highly appreciated, as with us. No where else are they exerting so wide and powerful and beneficent an influence. I speak of what we are accomplishing to-day. I may add that no where else are the improvements so rapid and so manifold. Those of us who are now in the ranks of the veterans, and who can look back a quarter of a century or more, have witnessed improvements of which we once had no conception.

Another point, the importance of which can hardly be overestimated: American teachers, more than any other, are studying the school systems of other lands, and seeking to adopt what is best, wherever found. A teacher in England or France seldom or never talks or thinks of adopting any improvements from any foreign country; and the Germans generally suppose that all which is truly valuable in the art of teaching lies within the boundaries of their own empire. Not so with the Americans. They are found with eyes and ears open in every country of Europe; and especially, every city of Germany teems with them. They are not there as servile imitators—servility is not natural to an American; nor are they too proud and self-sufficient to observe and adopt new methods and new ideas, so



far as they are truly valuable. Thus, we have continually brought among us from all lands whatever is best.

In what I have said above, I have had in mind chiefly our common school education. But is not the higher education, especially in the classics, some one may ask, incomparably superior to ours? Many persons suppose so; and the opinion was undoubtedly truthful thirty, forty or fifty years ago; but great changes have taken place since then. I am convinced, from personal observation, that the best classical schools of Great Britain to-day stand below the best in the United States. The instruction in Edinburgh, Westminster, Rugby, and other famous schools, is not so good as in Andover, Boston, Providence, New Haven, and several other places in this country. In Germany alone is the classical education superior to that of this country; and even there the superiority lies mainly in the extent of the curriculum, rather than in the method of teaching and the quality of the education. Far be it from me to disparage German classical scholarship, to which I am myself so greatly and constantly indebted. I have witnessed in Germany teaching and recitation which seemed to me at the time perfect; but, on a nearer and more careful inspection of the work of the pupils, I became convinced that it was no nearer perfection than I have seen in several places in this country. Could our courses of classical study be equally extended with those in Germany, I believe we should produce even better results. The youth of our country are certainly not less apt to learn and eager for knowledge; while the motives to strenuous effort, in this great and free country, whose future is the brightest under the sun, are incomparably stronger than any where within the confines of the European monarchies.

And now, Mr. Editor, I have expressed my honest opinions—the result of much observation and reflection; but if I have failed to exhibit a sufficiently high appreciation of our American institutions, you must get some other hand to try the next time.

*University of Chicago Oct. 1872*

EXPLORE your own higher latitudes. Nay, be a Columbus to whole new continents and worlds within you, opening new channels, not of trade, but of thought.

THOMAS

FORTUNE *sells* what we believe she *gives*.

Do not trample on the violets while looking at the stars.

\*THE RELATION OF THE NEW SCHOOL-LAW TO THE  
COUNTY SUPERINTENDENCY.

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SOME states of the Union have practically no supervision of schools. Such is the case in Delaware, which, although one of the original states, obliges its Secretary of State to reply to the Commissioner of Education that "the State of Delaware is unable to supply reports asked for." The Commissioner of Education, to whose report I am indebted for many of the facts of this paper, says the last section of the law directs the Governor yearly to appoint a superintendent of free schools in each county, who "shall receive no emolument but postage and traveling charges." His duties are defined to be corresponding, advising, and supplying "forms to collect information and to report to the general assembly the state of the districts, and such matters as he shall deem proper." "Notwithstanding the provisions of the law, it can not be ascertained that any county superintendents of schools have been appointed." Practically, no state or county supervision is provided for. All honor and no pay does not succeed in giving school supervision in Delaware.

Their school-law requires each district to raise yearly \$30, \$50, or \$100, according to the county in which it may be situated, to entitle it to receive any appropriation of the state fund, with the privilege of raising \$400 yearly in addition for ordinary school purposes. But throughout the whole state the districts raise by taxation the very lowest amounts that will secure their appropriations of the state fund.

Until quite recently, the educational affairs of Georgia were, if possible, even in a worse condition. It had no state or county supervision. Their '*poor school law*', as it was termed, under which their public schools have heretofore been conducted, gave teachers "seven cents per day for each pupil in actual attendance, paid *once* per annum, at the end of the year." And this in a state where the best educational men recommend 'migratory schools' on account of sparseness of population.

Texas has recently adopted a constitution which empowers its legislature to provide a system of free schools for the state. The law of 1871 provides for the appointment of thirty-five supervisors of education for the state. The State Superintendent says he found no-

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\*A paper read by E. L. WELLS, County Superintendent of Ogle county, before the Association of County Superintendents at Urbana, Oct. 10, 1872.

thing, save the law, as a nucleus upon which to organize a system of schools.

From all facts that can be gathered, it is easily seen that, in states where there is the least supervision of public schools, there popular education has hardly a name; and where the masses of the people are left to provide for themselves private education, which means little or no education, there little or no school supervision is found.

Most of the states of the Union, and several of the territories, have provided for county, town or district supervision of schools. Twenty-three have county supervision.

In some of the states, mostly in the South, supervision has been but recently established.

In Alabama, county superintendents were appointed in 1868. They met with much opposition in almost every county of the state, yet as the State Superintendent says, "in spite of all hostile endeavors, nearly four thousand free public schools were established in the state during the first scholastic year of the system."

In Florida, county superintendency was provided for by law in 1869. Their report of January, 1870, gives returns from twenty-eight counties, and it is said "where county superintendents had been appointed and qualified, organizations were speedily effected."

In Indiana, it is said, "each county has a school examiner, who, to a certain extent, is a superintendent." In that state I find, in 1868, the average length of schools was (87) eighty-seven days, and in 1869, only about \$3.50 for each scholar was expended. The State Superintendent says: "The success of any coöperative work must depend largely upon careful and competent inspection. Some one must be at the head who is familiar with the work in all its parts. This is eminently the case in the management of public schools. Every successful state has been led, by necessity, to adopt county and city superintendency. Some states have adopted it, and, fearful of its expense, have for a time abandoned it, and, finding it indispensable, have permanently resumed it. The success of our common schools depends more on efficient county superintendence, inspection and management, than any other one instrumentality.

Kentucky, also, has had its county school commissioners. It is reported that, by a majority of twenty thousand votes the people favored a school reform, and authorized the State Superintendent, with the aid of the ablest educators of the state, to prepare a bill and submit the same to the next session of the state legislature. It was done, and the Superintendent, in a special report made the following as his

first suggestion: "The character and qualifications of county commissioners, 'the right arm of power to the system', should be more strictly guarded, and an adequate compensation provided them, so that the position may command first-class men." But committee-men opposed to reform and to popular education prepared a substitute for the bill, which was passed just at the close of the session; and it is reported "that members, though generally in favor of the new and liberal school-law, were entirely ignorant upon the subject, as they freely admitted, not one of whom had probably read the school-law of another state, and probably not five who had read—carefully—the school-law of Kentucky."

Maine has its county school supervisors, who seem to be doing a good work in holding town institutes throughout the state. Its latest published report says of county supervision: "This agency, it is believed, has added 25 per cent. to the value of the school work."

In Missouri, the county superintendents have been allowed compensation for sixty days of service in each year, and it is said "more resignations of such officers occur than of any others in the state, for, they say, 'We can not afford it'." Their State Superintendent was obliged to say in his annual report, "Forty-eight townships not reported."

North Carolina, in 1869, provided for county commissioners, who are to perform some of the duties of county superintendents.

South Carolina has just adopted county supervision of schools. So have West Virginia, Nebraska, and Colorado, Dakota, Idaho, Montana, Utah, Washington and Wyoming territories.

In Arizona, the Governor is *ex-officio* State Superintendent, and the judges of probate are made county superintendents.

California, Iowa, Kansas, Michigan, Mississippi, Nevada, New Jersey, Pennsylvania, Rhode Island, Virginia and Illinois are the states that now have probably the best county supervision of schools.

In California and Nevada, the county superintendent is elected for two years, and his duties are very much the same as in this state. The same as to duties can be said of Mississippi. When there are 2000 people in a county of California, the superintendent must give all of his time to the supervision of his schools.

A late State Superintendent of Iowa says, in his Biennial Report: "It is now ten years since the first enactment of a law in our state creating the office of county superintendent of schools; and to the intelligent observer there can be little doubt that the rapid advancement which the schools have made within that time has been largely

owing to efficient supervision. Every where it is believed to be the most efficient and the most economical method of supervision yet devised. To perform the duties of a superintendent well requires as much knowledge, as much talent, as much labor, as much time, and involves as much responsibility, as to discharge the duties of any county office whatever."

The county superintendents of Michigan and New Jersey visit schools more frequently than ours in Illinois. Michigan's latest report says: "It is nearly four years since the organization of the system of county superintendents. Since then, great improvements have been made in the schools. The influence of the superintendent is seen in the general interest which has been excited in the schools."

The Pennsylvania report says: "County superintendents have been appointed during the last sixteen years; and, wherever persons well qualified have filled the office, it has done great good and is popular. The work thus done can not, it is believed, be so well accomplished by any other agency."

The late Virginia law provides for the appointment of county superintendents, whose offices shall continue three years, and whose duties are very much the same as like officers in our state. The State Superintendent issued a circular, which was distributed to all parts of the state to aid citizens in recommending suitable persons for county superintendents. He said: "A county superintendent of schools should be a man of force, purity, education, influence, and popularity. His chief duties consist in explaining the school-laws, examining and instructing teachers, counseling district trustees, apportioning funds, auditing accounts, attending to all school interests, and promoting generally a spirit of education among the people. A perfect county superintendent of schools would be a young man or middle-aged man of successful experience as a teacher, pleasant manners, irreproachable character, good speaking abilities, architectural taste, a turn for business, energy, talent, prudence, sound opinions, public spirit, zeal for the education of the people, and faith in the public school system. The man recommended for the office should be the one who combines the most of these qualifications among those whose services can be obtained."

New York has a school commissioner for each assembly district, making 113 for the state. Each has had an annual salary of \$800. The Superintendent of that state says: "No part of the educational work is more important. It is indispensable to efficiency and success. It would be as reasonable to expect any other comprehensive enter

prise to prosper without local oversight as public instruction. What the schools need is not indifferent supervision, costing little or nothing, but honest and thorough supervision at fair compensation. Paying for such service, the state is entitled to receive it."

In some of the states the supervisory school officer has an area of territory under his jurisdiction much larger than a county. Arkansas has ten superintendents—one for each judicial district. Louisiana has six division superintendents.

On the other hand, some of the states have town superintendents. Connecticut is one of them. Its school-law of 1868 was the first to abolish the rate-bill.

Ohio has heretofore given very good reports of school enrollment, but the Commissioner of Common Schools thinks the estimate has been too large by 100,000. Much good school work has been done in the state, yet he says: "The demand for county supervision of schools is on the increase. The resolutions passed by educational associations and by numerous teachers' institutes, and the assent to these resolutions of the intelligent friends of education, clearly indicate that something more is needed to infuse new life into the schools, especially those of the rural districts. The beneficial effect of supervision on the schools in cities and towns has demonstrated the fact that judicious supervision is a powerful educational agency."

In Pennsylvania, where there is the township district, the directors can appoint their secretary a superintendent for the township, and pay him a salary. In New York the township superintendency was tried for about a dozen years, but it was found to cost more with less good results than the present plan of one superintendent for each assembly district. A Vermont report says: "Under the present system, the educational interests of the town are in the keeping of from thirty to one hundred officials, consisting of prudential committees, district clerks, town clerk, and the town superintendent. . . . As might be supposed, with such an army of supervisors, very little supervising is accomplished, and that of a comparatively inferior quality, since what is every body's business is universally regarded as no body's business." It is said for 1870: "The failure of town superintendents to comply with the law deprives the report of statistics from more than one-ninth of the entire state. Nearly one-third of the school-houses are reported unfit for the purpose."

In New Hampshire, in 1869, the compensation of the school-committee men for visiting schools was \$11,270.33, or about three per cent. of the whole amount of money raised for public-school pur-

poses. The same per cent. is reported for 1871. (For visiting schools the past year, Illinois paid her county superintendents three fifths of one per cent. of the amount expended for public-school purposes.) The condition of the New-Hampshire schools can not be better shown than by copying the words of its report: "The amount of money expended on each scholar last year was only \$4.87." Nineteen per cent. of its school-houses were reported unfit for use, and the average duration of its schools was only seventeen weeks.

In Massachusetts, in 1869, the average cost of town superintendence of schools and printing of school reports was \$19.46 for each school of the state, about 2½ per cent. of all of the money raised for the support of its public schools. The amount of money raised for each scholar in the public schools the past year was \$16.00.

The following, from the Massachusetts School Report of 1869, I think will be of interest:

Counties.	No. of Schools.	Expense of Superintendence and Printing School Reports.
Barnstable*.....	177.....	\$ 2,045.57
Berkshire.....	329.....	3,062.65
Bristol.....	318.....	7,211.52
Dukes.....	21.....	316.42
Essex.....	552.....	13,344.14
Franklin.....	250.....	2,049.17
Hampden.....	322.....	5,935.66
Hampshire.....	269.....	4,900.81
Middlesex.....	783.....	21,762.35
Nantucket.....	10.....	115.00
Norfolk.....	394.....	9,138.95
Plymouth.....	315.....	5,089.53
Suffolk.....	402.....	7,957.38
Worcester.....	817.....	13,573.13
	<hr/> 4,959	<hr/> \$96,502.28

From the facts presented in this paper, we find that nearly all of the states think some sort of supervision necessary; that the county superintendency very generally prevails; that no progressive state can ignore the fact for any length of time that there must be some kind of thorough supervision of her public schools, and that the town superintendency costs a greater per cent. of the money used to support schools, and in such states, excepting Massachusetts the condition of schools seems to be not so good as in states provided with an average county superintendency.

\*Including Marshpee district.

In Massachusetts the public-school system is as firmly fixed as its hills, or, as some of her citizens have said: "educated brain is the only commodity in which Massachusetts can compete with other states."—and—"she lives by her free public schools." Their public-school anniversaries are attended by their most distinguished citizens, and are held to be among their most honored occasions. They pay about twice as much per scholar for public schools, and about twice as great a per cent. as Illinois for supervision. If this state should raise twice as much money for public-school purposes, and pay twice as great a per cent. of it as we now do for school supervision, it is plain to be seen that we ought to have this supervision of four times its present value. Massachusetts can not but do much for popular education, whether with the town or with the county superintendency. At the last National Teachers' Association, which was held in Boston, the Massachusetts members were nearly unanimous in expressing their need of county supervision in addition to what they now have.

Very many of the cities and larger towns of the Union are awake to the advantages of thorough supervision for their schools. Some of them pay as much as five per cent. of their school funds for supervision, and some of them even more than that. Good men are some times retained as school superintendents for ten or fifteen years. The demand for good men to fill such positions is continually increasing.

Philadelphia, very strangely, has no city superintendent. Its school affairs are under the management of a board of officers called school controllers, chosen from its different wards. The president of this board, commenting upon a graded course of instruction, says: "Had the public schools of Philadelphia the very necessary and competent services of a city superintendent to interpret, arrange and execute our rules upon this and other kindred matters of school government and discipline, how readily could these conflicting views be harmonized, and all difficulties and diversity of sentiment among the teachers adjusted! Let us hope that the day is not far distant when councils will see the imperative necessity of making the appropriation necessary to secure the services of such an executive head for the public schools. Our duty is simply to legislate. We need a proper officer to execute the laws essential to the prosperity and unity of the system."

Men in other kinds of business are awake to their interests in providing for a wise, skillful and thorough supervision. Telegraph, railroad, manufacturing, insurance and other companies pay very high salaries for their best management. Builders often pay five per cent.



to have their money wisely expended. It is said the Parker House of Boston has paid its chief cook a salary of \$4000 per year.

I have thought best, in this paper, to show quite fully what has been done in other states. We see that Illinois has not been alone in providing very liberally for the support of schools and their supervision. Some of us can remember when it was thought liberal by some to allow school-commissioners to visit schools forty days in a year. A great step in advance was made when the law allowed the superintendent to work 200 days in a year, and another when he could employ his whole time in his official duties. These duties, as the law for a few years has determined them, are not few, nor mean or trifling ones, when they are faithfully and honestly performed.

The labors of the county superintendent have two general divisions—office work, and work out of office. About one-third of the time is given to office work. This is so various, it would be difficult to give a proper understanding of it to persons unacquainted with such office work. Treasurers' bonds must be kept in valid shape. Elections of trustees must be urged, and called when not otherwise held, and returns must be filed and proper entries made. The books and records of the office must be fully and correctly kept. The loaning and securities of the county school fund, and the distribution of the state and other school funds, must receive attention. Many series of examination questions must be written, examination papers must be marked, and however much it is desirable to have all teachers work at public examinations, yet it is more theoretical than practical to turn a candidate away after he has traveled ten or twenty or thirty miles to find the superintendent in his office. Such candidates are generally those who were not in the county, or who did not intend to teach, at the time of public examinations. Reports must be made to the board of supervisors, and to the State Superintendent of Public Instruction. The last-mentioned reports are exhaustive, and require much time, in correspondence and otherwise, to have them in good shape—much more time and attention than would be necessary if all reports upon which they, for the most part, are dependent were complete and correct. Examinations and appointments to the State Normal University, and the distribution of school laws, reports and other public documents, must receive attention. The fines and tortitures due the school fund must be looked after, and it requires blanks and correspondence by circular and letter with all the county magistrates and clerks of courts of record.

The correspondence of the office is voluminous in the aggregate.

and upon a thousand and one items of educational interest in the county, of which explanations and opinions of the school-law require much time and the most careful consideration. With us, the board of supervisors has authorized the county superintendent to furnish, through his office and the offices of the township treasurers, at the at the expense of the county treasury, all of the school election blanks, blank school reports, etc., that may be needed for general use in the county, and not otherwise provided by law. These blanks will secure system and uniformity in school work, save time and trouble to school officers, and expense to the county. On account of the number of kinds of these blanks, and the suggestions placed upon them to assist school officers in the better discharge of their duties in the use of them, and the distribution of the same throughout the county, no little time and care is sufficient to do the work well.

Circulars are to be issued as seem necessary to secure better educational work.

As an extra office labor, if not in office hours, are articles to be written for the several county papers, and occasionally for some journal away from home, upon special and general educational subjects. We have a liberal press, ever open to the interests of education, and it is wise for us to use this mighty engine to advance our cause in the hearts of the masses of the people; for where the people are not with us, there we have no foundation.

The work out of office is of various kinds. When the county is large and the railroad facilities for travel within its boundaries are poor, in stead of requiring all of the teachers to meet the superintendent in his office, he should hold examinations at such localities as will be for their greatest convenience. Much less time is occupied in thus examining teachers in classes than would be required to examine them one by one, as they might, perchance, meet him at his office.

Requiring teachers to be reexamined as often as they desire certificates is an incentive for their improvement; the superintendent becomes better acquainted with them personally, and the methods and results of granting certificates only after a thorough and satisfactory examination by the superintendent in person are in strong contrast with those where the work is done by several examiners, in different parts of the county, who will be more or less biased by prejudices, and who can not work with uniformity; and the contrast is still greater when certificates and renewals are sent by mail, so that in time they are ordered and sent like stocks in the market.

The work of visiting schools occupies the large part of the super-

intendent's time. It is a work the benefits of which can be seen only in part, except by the superintendent. The people of the district township and county may feel that the schools, as a whole, are gradually becoming of a better grade—that each year their teachers have been enabled to do better and more thorough work; yet they can not know just how it is done, as can the faithful superintendent. He is acquainted with all the teachers; he meets them at examinations, at institutes, at their schools and at their homes, and from month to month, and from year to year, he sees, as no one else can see, their growth in intelligence and good works. He visits their schools to assist them to do better work. They welcome him, and know that when he criticises, it is for their good. The particulars of visitation can not well be told. The same method is not pursued in any two schools. His work is adapted to the wants of the school—in any way that can help to make the school a better one in discipline, in methods of teaching and of study, the teacher a more faithful and competent one, and the scholars better thinkers and workers. It is not for the superintendent to have a pleasant ride, partake of a good dinner, have a good visit with some kind acquaintance, stay a short time in the school-room, and at the close of the visit to make a set speech; but it is to drive, in rain and snow, heat and cold, through mud and drifts, as well as in fair weather and over good roads—to some times go without a dinner, whenever it is necessary to do so in order to reach another school at an early hour, and, in every way possible, to make his visit to the school a useful one. The constant change of teachers makes these visitations the more of a necessity. The teacher may have sufficient scholarship to enable him to procure a certificate, but he may have been twice as long in obtaining this knowledge of books as he ought, and his pupils ought not to be obliged to do as he has done. He may be teaching beginners in reading by the old A B C method, and may know nothing about the word and other methods that are much better. He may have his pupils reading, at each recitation, two or three or four lessons of dead words without a live thought. He may need assistance in the use of black board, maps and globes, in arithmetical analyses and explanations in making the grammar and other branches interesting as well as beneficial studies. He may not know how to assign work and make good workers of his pupils; he may not know how to conduct recitations well; he may need advice in reference to the disciplining of his school, and in many other ways he may need the aid of the superintendent to help him the better to discharge his duties. Many have

been the expressions of thankfulness from teachers, for assistance thus rendered them upon visitations of their schools. They are desirous of knowing how to do better work, and ask many questions about such matters as the superintendent fails to notice in his limited visits. Directors and other citizens of the districts are urged to visit the schools with the superintendent, and there and outside of the school the school-officers are advised in relation to their duties in supplying whatever may be necessary for the comfort, convenience and instruction of the pupils, and in relation to text-books, school records, reports, etc.

Some schools, in the corners of large counties, are twenty or thirty miles from the office of the superintendent, and annually thousands of miles of travel are required to visit all of the schools. Much of the driving is done early and late, in order to spend as much time as possible in each school-room. The people are very hospitable to the superintendent, and extend to him many invitations to visit their homes, which he gladly accepts and appreciates; yet each year it costs him in this state an average of about \$200 for traveling expenses. The earnest and faithful superintendent is worthy of his hire, and his office ought certainly to rank with the other county offices. It is as useful, and to fill it well takes as much talent, as much energy, as much firmness, more expense; and surely it is not as pleasant to be away from one's home the most of the time as to have work in an office at home, always warmed and furnished, and at no expense to its occupant.

The institute work does not take a great many days of time, yet it is a very important part of the superintendent's labors. Institutes should some times have the aid, among their instructors and lecturers, of some of the best talent of the country. The services of some of these men are secured months and some times a full year in advance. These engagements require much correspondence, and an extensive acquaintance with prominent educational men is found of great advantage in securing their assistance.

Teachers' drills are some times held by the superintendent, in localities where the teachers of one or more townships can be convened. The drill work and lectures being of the most practical character, the teachers become more earnest and better qualified for their work, and the citizens of the locality, interested by the exercises and lectures, become better helpers in the educational work. The late change in the law seems to make it the more necessary that teachers' drills shall be held of several weeks' continuance. At the one we

have recently held for four weeks, 135 passed the examinations in the four new branches of study, who, with the teachers that hold certificates until next spring, will give us a good supply for the winter. By having this supply, a considerable sum of money will be saved to the county, while the drill only costs the county the per diem of the superintendent and about \$30 for incidentals. The new law also makes it the duty and gives the power to superintendents to remove school-directors, in case they do not perform their official duties as the law requires. At times, the superintendent is called to hear and settle difficulties that arise in school-districts in different parts of the county. Litigation is often thus avoided.

There are other labors of various kinds which I have not now time to mention.

Besides all of his county work, the superintendent should spend three or four weeks of each year in visiting some of the best schools of the state, and in attending the State Teachers' and School Principals' Associations, and the Association of County Superintendents. This will cost him a hundred dollars or more, his time and expenses being considered; and, while he individually is benefited, his county will receive the benefit of his knowledge thus obtained, and thus keep pace with the spirit and progress of the age.

The question is not who shall be county superintendent. It matters but little to the state whether you and I hold this office. There are many other men that will make as good superintendents. But the question is, What is for the best educational interests of the state?—and we have as good a right as others to express our opinions upon it. If we are fit for the office we hold, our employment does not depend upon our positions, for we can very soon step into other callings that will pay us fully as well. We ought to know better than other persons the benefits of our work, and think it not out of place to express our opinions, even at the risk of being charged with having an extreme fear of being deprived of our positions.

There is no other officer of our land that has more important duties than the county superintendent; and to perform his duties well, he should be a man well qualified as to knowledge of books, especially of such topics as are generally taught in our common schools; he should be well acquainted with practical school-room work, especially with primary teaching, as his greatest good work can and should be done in schools of elementary branches; he should be a man of great energy, and devote his whole time to the duties of his office, he should be a man of the best habits and character, one that can command the

esteem of scholars, teachers, school-officers, and the public generally; he should have firmness sufficient to withstand the overinfluences of friends or strong inducements to grant certificates to candidates unworthy and unqualified to become teachers—should be willing to give money to a needy girl or maimed soldier, rather than certificates to such unqualified ones; he should work faithfully and honestly for his pay; and, in fine, he should be a live, qualified, faithful and honest man, who should attend the Association of County Superintendents, the State Teachers' Associations, etc., should take and read the best educational journals of the day, should hold institutes, and in every way should strive to make his county among the best, educationally, in the state.

The salaries of the county superintendents ought not to be left to the action of the county boards, which, as the law now stands, will be the case after the expiration of the present term of office. Where the complaint is that the services are not worth the pay, the boards will limit the work, in stead of procuring better men to perform it. By cutting off the visitation of schools, the superintendent will not be employed in school work one half of his time, and he must obtain other employment in part. The result will be that the work that is to be done will generally be given, as a few years ago, to young men that wish to prepare for some other business of life, and need the money the office will give to pay their expenses. With them the school work will only be a temporary and a secondary work. The visitation of schools will not only be cut off, but the other good work of the office will be crippled to a great extent. The men who are best fitted for the positions will generally not be willing to risk the action of county boards, when there is uncertainty. And there are but few counties in the state where efforts would not be made to restrict the labors of the superintendent. Some men will oppose him because he has refused certificates to their friends, and that, too, when the refusals were just.

Under the present law, after the present term of office, when the county board thinks the superintendent will be unjust or otherwise unqualified, it can appoint "two competent and discreet persons, at their first meeting after the election," to assist in the work of examination and the granting of certificates. The county superintendent will also have other opponents, men who do not appreciate his work. They will not be among the best friends of public schools, but rather among those who do not see in educational work any advance since they were boys—who see the county paying a man \$5.00 per day for

riding about and doing nothing. They can see in the offices of the circuit clerk and recorder, the treasurer, the judge, and the county clerk, piles of books that have been accumulating for many years, and they believe these officers are doing something. The sheriff arrests the horse-thief and performs his other duties, and every body thinks he is worthy of his hire. Their services are appreciated, and no one says abolish their offices. But the superintendent's work is more up on mind than matter; it is spread over the county, and not piled up on shelves in an office; it is to prevent crime, and litigation and expenditure of the county money for the evils of ignorance; and opponents, 'having eyes that will not see', are blind to the sure evidences of advance in the value of school work, which, in great part, is owing to thorough and honest supervision.

An honorable state senator, who is an earnest and able friend of education and one of the committee of education in our last legislature, has given me briefly the following as among the leading objections raised to the county superintendency by members who wished to abolish the office.

1st. "It costs \$98,000, or more"—about \$1000 for each on an average; or, about \$800 for each on an average, after deducting his necessary traveling expenses.

2d. "All necessary service could be performed by the county judge and save the money."

3d. "The people, through their directors, can select their own teachers and get just as good service as they do now."

4th. "There is danger in removing power and responsibility from the people and placing it in a county superintendent and individual interest is thereby lessened."

5th. "Almost every school-district contains some man, who could act as director, as capable as most superintendents."

6th. "No visitations of schools are needed."

7th. "If they are needed, it is folly to pay a man five dollars a day to visit, who does not know a good school when he sees it and can not teach one."

8th. "Many county superintendents are incapable of examining teachers, and they do not, as a body, average in culture as high as county judges."

9th. "Men of merit, culture and refinement will not enter the political arena for the office, and, if they did they would be beaten by less worthy but more shrewd men."

10th. "Superintendents rashly advise too large and lavish expend

itures of money without the least regard to the ability of the people to pay."

11th. "The present injudicious management is gradually rendering our school system unpopular."

12th. "If the whole subject were left to the county board, they would better represent the desires of the people."

13th. "Almost every town of any importance has its local superintendent, or the principal of the centre school who acts in that capacity."

This paper, I think, already contains facts sufficient to answer any and all of the given objections that are made to the county superintendent's office. There is no excuse for the individuals who do not do their work well and faithfully. If honest objections to the officer should result in the abolishment of his office, we soon should have all of the officers of our country abolished. County treasurers have proved defaulters, judges of courts and sheriffs have been bribed, legislators have been bought, corruption is charged to representatives, senators, and presidents, and incompetency to some persons of every office; but who says abolish all of the offices to remedy the evils? The evils are chargeable to the people that place improper men in responsible positions, rather than to the laws that create offices that are necessary to the safety, growth, development and prosperity of a government.

The men who made the above objections to the county superintendency did not succeed in having the office abolished, but the law was so modified that perhaps it might as well have been, for then there would undoubtedly have sooner come a reaction in favor of a healthy and permanent supervision.

Before the enactment of the present law, last winter, and before the new constitution was adopted, special laws were enacted, so that the superintendents were allowed but sixty days each for visiting schools in Clark, Crawford, Cumberland, Edgar, Effingham and Jasper counties. School visitation was reduced in Jo Daviess county to one hundred days, unless otherwise directed by the county board. In Brown and Schuyler counties it was left to the county court as to amount and compensation. I find, by the last Biennial Report of our State Superintendent, that there was no visitation in Brown county, and but six schools were visited during the year in Schuyler county. Special enactments were also made for Fayette, Kendall, Pike and Hamilton counties. In the last, but eight schools were visited in the year.



The report of Maryland says: "There should be some uniform understanding with regard to the law for the compensation of county school commissioners."

The Superintendent of Minnesota says, in his last report: "As the law now stands, it is left with the county commissioners of each county to determine the compensation their own superintendent shall receive. If the board of commissioners were always composed of the best material in the county, this would do; but, unfortunately, in very many instances this is not the case. Even when the board is composed of men of fine business capacity, in a majority of counties they are men possessing no knowledge of school matters, and have very little idea of the duties of, or the labor required to be performed by, their county superintendent."

Oregon leaves the salary of the county superintendent to the county court, stating that it must not exceed \$500. Oregon has had no state superintendent and has not been able to give full statistics to show the condition of education.

The liberal Tennessee school-law of 1867 has been of late so changed that state supervision has been abolished and education left to county action. So says the Commissioner of Education, who further remarks that twenty-three out of ninety-one counties have organized under the law, and in several of these no taxes have been levied.

In Wisconsin, the county supervisors fix the salaries of the county superintendents, and here is what their report says about their school supervision: "In about one-half of the state the county superintendents are active and efficient, and spend a large share of their time in visiting and supervising the schools. In the other half the schools are neglected, and left to take care of themselves, so far as supervision by any one from outside of the local districts is concerned. This failure in the matter of the supervision of schools is the result of two causes: first, the payment of inadequate salaries to superintendents; and second, the election of incompetent persons to the office of superintendent. The second evil is, to some extent, an effect of the first. Men who are competent to hold the office can not afford to take it for the meagre compensation allowed in most counties. The county superintendent ought to be a well-educated, experienced teacher—the equal of any one in character and moral worth. How can we expect such a man to serve the people for from \$300 to \$800 per year and bear his own traveling expenses, while in many of the graded schools under his jurisdiction the principals are paid from \$1,000 to \$1,500? The consequence is that men seek the office who are not qualified to

fill it; the people complain that their schools are not visited, and the board of county supervisors try to remedy the evil by cutting down the salary, reasoning that if he does not perform his duty for the salary paid, he ought to receive a smaller sum; whereas, the true theory is to pay the superintendent such a salary that he can afford to devote all his time to the work."

I have thus quite fully given my own and others' thoughts upon the supervision of schools, and my own opinion of the 'Relation of the New School-Law to the County Superintendency'. Illinois has taken a long step backward; but let us trust to the wisdom of a great and noble state, that she will not sacrifice permanently one of her greatest helps to a high standard of popular, free education, but that she will soon establish a well-qualified school supervision, with a liberal compensation so adjusted as to be equitable to all counties, and sufficient to secure and continue in employ such men as will both give an equivalent for their salaries, and will create a public opinion in their favor which will withstand all opposition.

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## OFFICIAL DEPARTMENT.

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DEPARTMENT OF PUBLIC INSTRUCTION, }  
*Springfield, Ill., Sept. 12, 1872.* }

### INSTRUCTION IN THE NATURAL SCIENCES. HINTS TO TEACHERS.

THE time has come when the experiment of introducing the study of Natural Science into the common schools of the state must be entered upon. It is assumed that school-directors and teachers are acquainted with the requirements of the new law in this respect, and that they intend, in good faith, to endeavor to comply with those requirements to the best of their ability.

How shall the Natural Sciences be taught? in what way can the spirit and intent of the law be most successfully carried out? These are questions of the greatest practical importance, and should be carefully considered at the very outset of this new movement in our scheme of public education. A radical mistake here would go far to neutralize or defeat the ends and purposes contemplated by the legislature in adding Natural Science to the existing course of study in common schools.

In seeking right answers to the foregoing inquiries, it is therefore necessary first to consider what were the chief ends contemplated the main results hoped for, by these changes in the school-law. If I correctly interpret these new provisions of the statute, and rightly understand the sentiments of those members of the legislature who were chiefly interested in securing their enactment, the great end sought was to lift the schools of the state out of the grooves of a bookish routine; to redeem them from barrenness and leanness; to pour into them, and through them, the fresh breezes of life and nature, to enrich and fertilize them by the infusion of new ideas, derived from the study of the protean forms and marvelous phenomena of the material world; to vitalize and strengthen them by exercises requiring more intelligent observation and less mere memory; to turn them more from words to things, from books to nature, from the unintelligent iteration of dead forms and phrases, to a wide-awake observation and keen-sighted scrutiny of the multitudinous objects of living interest, grace and beauty with which the outer world is filled. In this way it was hoped that the schools would be quickened and vivified, the boundaries of useful knowledge enlarged, and the youth of the state be familiarized with the elements, at least, of those sciences which are in themselves so ennobling, and which are so closely related to the great industries of this commonwealth.

If such was the leading object of the legislature in prescribing the study of Natural Science in the common schools, the question recurs, How can that object be most effectually attained? In other words, What is the best method of teaching the elements of Natural Science in the public schools? And here another preliminary inquiry arises, Was it the intention of the legislature to make the study of these elements general, in all the grades and stages of common school instruction, from the lowest to the highest, or to limit it to the most advanced classes and to high schools? This inquiry is important, because the question of methods is largely involved in it. It is obvious that a plan of instruction that might be advisable, or even the best, for the most advanced pupils might be very inappropriate for under classes and beginners. No doubt is entertained that it was the intention to put the elements of the Natural Sciences into all the public schools of the state, of every kind and grade, to make the study of them as common, as universal, as the study of the seven elementary branches previously required. It was assumed, correctly I think, that any child of suitable age and of sufficient mental and physical health and strength to attend a public school might as well be set to learning

about plants and animals—about the things on the ground beneath its feet, in the air above and around its head, in the waters of familiar streams and brooks, and in forests, orchards, meadows, and gardens,—as about the inanimate letters of the alphabet, the dry processes of word-making and spelling, the mysteries of pronunciation, accent and emphasis, and the abstractions of the multiplication-table. While the legislature admitted the importance and necessity of instruction in those rudiments of learning, and retained all of them without abridgment, it seemed to assume that the elements of Natural Science might be superadded, not only without detriment to the former course of study, but with positive advantage thereto; and the assumption is believed to be well founded. I do not doubt that not only as much, but more and better progress will be made in the old seven branches, in connection with the four new ones, if properly taught, than has heretofore been achieved without them, so that the gain will be more than equal to the whole amount of the knowledge of Natural Science acquired. This will result, it is believed, from the awakening and inspiring influence of the new studies upon both teachers and pupils.

In the light of what has been said, it must be very obvious to all that the benefits of these new studies will be best secured by the method of *oral lessons*, in stead of recitations from text-books. Indeed, if the teaching of the Natural Sciences is to fall into the old ways, merely so many lines or pages of a book to be memorized and recited daily, the law might as well be repealed, for it will only enhance the very evils which have so long benumbed and stupefied the schools.

Then, teachers, with these new and living themes, let there be also new and living methods. Leaving and forgetting the beaten paths of book-answers to book-questions on bookish abstractions, enter the new path that leads out amid the manifold works of God, and there gather treasures of knowledge *at first hands*. If the subject of the lesson is a particular flower, do not have the pupil read or recite what some body else has said *about* that flower, but make the flower itself your text-book; it was written by the finger of God himself, and is without blemish or mistake; its lines are more perfect than were ever drawn by human hand, its colors have a richer and warmer flush than brush of artist can impart. Take the beautiful thing in your hand, inspect its wonderful structure, note its component parts, point out the rare delicacy and grace of its form and finish, tell its attributes and qualities, show wherein it is like and wherein different from other flowers of its class. Do all this in the presence of your pupils, before their eyes—do it with the gentle enthusiasm and loving inspiration

that ever touch the heart and pervade the soul of him who with honest purpose puts himself in communion with Nature—do this, and dull indeed must the little ones be, if they do not respond with joyful interest to such instruction.

Pursue the same course with each of the other sciences, so far as practicable; teach orally; discard text-books almost wholly in all the earlier stages of the pupil's course. Above all, *do not attempt too much at a time*. This is the danger to be specially avoided. Teach systematically and methodically, but go little by little, step by step. Lay out the work beforehand for each week or month, and be sure to complete what is thus prescribed, but do n't lay out too much. Let each lesson be short, very short, but give it with all the spirit and force you possess. Illustrate with natural objects in all possible cases. Test the pupil's knowledge by frequent reviews, not by asking them to repeat what you have *said*, but by requiring them to exhibit and illustrate, objectively, what they have *learned*. Keep them close to visible, tangible, appreciable material *things*, all the time. Make it impossible for them to advance a step without using their own senses and powers of observation. Cause it to be understood that mere words are of no value in themselves, any more than the figures or letters on a bank-note, or on the face of a watch, or on the scale of a thermometer; that it is, in each case, what is *represented* or *signified* by the word or letter that constitutes its value; that, as a parrot or an automaton may be made to utter words of grandest import, and be but a senseless parrot or automaton still, so a child may memorize and give trippingly on the tongue the whole nomenclature of a science, and yet be utterly ignorant of its simplest facts and principles; and that, on the other hand, the little boy or girl who works up to the exact meaning and import of a few words and terms, through the study and comprehension of the things, ideas or relations of which those words and terms are but the symbols, is in the straight path to true knowledge and learning.

One good effect of this rational method of elementary training is in the encouragement it gives to those pupils who are deficient in mere verbal memory, and who are therefore accounted dull and in the check it administers to the conceit of those who are able simply to memorize with facility. Standing at the bar of Nature, the children, in this respect, are all equals. Her richest treasures are for those of closest inspection, keenest insight and most patient and intelligent study; not for those who are merely the quickest to memorize words. Every observant teacher knows how disproportioned is the nominal

standing of many a pupil to his actual industry and vigor of intellect, owing to the possession of this power of rapid and easy memorizing; and all such will appreciate the value of a truer and juster test of scholarship and rank.

Let it be kept in mind that I am commending what seems to me the best way to instruct *beginners* in the rudiments of Natural Science. I do not say that some teachers may not be able to make judicious use of a text-book, even at the outset, or as soon as pupils are able to read fluently. Much less would I approve the one-sided and extravagant notion, now becoming so prevalent, that text-books should be entirely discarded in public schools, and all the instruction be oral. A *good and suitable* text-book, in the hands of a teacher who knows how to use it, and how to direct its use by pupils, is always a help—one never to be undervalued. And for *advanced* classes in the Natural Sciences text-books are almost indispensable, even with the best teachers. But it can not be denied that too close and servile an adherence to what is put down in the book, no more and no less—mere text-book teaching, if teaching it can be called,—is a prevalent and enormous evil in our common schools. It both begets and fosters indolence and dullness in the teacher, and eliminates all life and interest from the recitation, reducing the work of the pupil to a mere exercise of memory. The effects of this practice in primary classes are particularly deplorable, repressing the child's inquisitive nature at the very outset; giving its faculties of observation and perception nothing to do, at the period of their greatest activity and alertness, and when the exercise of them is most attractive and beneficial.

To break up this lamentable practice, and to bring a new life, a healthful and inspiring element, into our primary schools, if possible, I make this plea for oral instruction in the Natural Sciences. If earnestly and wisely pursued, it will not only awaken and animate the little school-children, redeeming the weary hours from dullness and apathy, but it will quicken and vitalize the teachers as well, infusing fresh power and vigor into all their work. Force is also added to this plea from the fact, elsewhere adverted to, that there is, as yet, a conspicuous lack of text-books adapted to these elementary stages of the work to be done, except, perhaps, in Botany.

Assuming, then, that the first teaching in these branches should be mainly oral, a few words are added by way of more particular suggestion to teachers.

All technical terms of description, definition or classification should be led up to by questionings on objects presented to the sight and

touch of the pupil, when practicable, and called to his recognition when they can not be presented. In selecting objects from which to deduce description and class, one exhibiting the distinguishing characteristics of its class most prominently should be selected. In Zoology, the horse or cow, for instance, should be selected as the type of the vertebrates, rather than the frog or snake. The inflorescence of the polk-weed or currant-bush will better exhibit the *raceme* variety than a specimen whose pedicels are so short as to make it difficult for any but a skilled botanist to determine whether he has in his hand a *raceme* or a *spike*.

Some knowledge of specific objects may be gained by simple perception, as, that an animal has a back-bone, suckles its young, and lives on herbs. But unclassified knowledge is of but little value. In the study of objects, the mind should be constantly led to perceive and note resemblances and differences; resemblances, in order to classification, that those things which belong together on a given basis may be associated together in the mind on that basis; differences, that those characteristics which separate objects should have the effect of separating them in the mind. To illustrate, the horse and the lion have the common characteristic of a back-bone, hence are both vertebrates; they have, likewise, the common characteristic of bringing forth living young and nourishing them with milk, hence are both mammals; but the *diet* of the horse is one of *herbs*, that of the lion one of *flesh*; hence, the first is herbivorous and the second carnivorous. The oral lesson, therefore, should ever have in view not only the development in the child of the power of simple perception, but the perception of differences and resemblances, through which the judgment is educated and the specific disciplinary value of the new branches gained.

To conduct an oral lesson with profit, the teacher should settle beforehand *exactly* what points he wishes to bring out and thoroughly prepare himself to do it. He should give the pupil nothing of description or definition which he can draw from him, and should be careful to see that all statements of pupils in their replies to questions be grammatically correct, clear, and exact.

Emphasis is again laid on the absolute necessity for the exercise of original thought on the part of the teacher. Such an outline as is given here can no more represent the lesson than a picture can represent the running of the horse or the flashing of the lightning. The picture of a horse may *suggest* running, because the position may be that which a horse will have in some part of his leap, but the actual

running no pencil can exhibit. The quick, intelligent gesture, the mobile face, the brightening eye, the electric soul, must help to distinguish these lessons from the common lessons of the school-room.

The oral method will impose additional labor upon the teacher. No greater mistake could be made than to suppose it an easy thing to prepare and present an oral lesson in Natural Science; that is, if it is done as it ought to be, and as it must be to be of any worth. The loose, immethodical, aimless and desultory school-room twaddle that too frequently passes for oral instruction can not be too strongly condemned. It is the refuge of indolence, ignorance, and presumption, and has done much to bring the whole system of object-teaching into contempt. The most abject servility to text-book routine is better than such rapid, incoherent swash, for even the poorest books are constructed with some regard to order and method.

I repeat, then, that, if teachers hope to succeed in oral instruction, they must mark out for themselves a clear and definite plan, in accordance with which each science, and every part of each science, shall be worked up and presented; and they must understand that nothing whatever can take the place of hard study and unflinching determination on their own part. Any thing short of this will inevitably result in confusion, discouragement, and failure. But if the course to be traversed in a given week, month or term is first determined; if this course is then subdivided into a definite number of daily steps or stages, and each of these steps or lessons is made the subject of *careful study* and *preparation*, so that it lies clear, exact and luminous in the mind of the teacher as he stands before his class; the way of that teacher will grow brighter and more pleasant day by day, to the end. His own powers will be constantly invigorated and refreshed, and his interest daily enhanced, while the pupils will be captivated by the newness, variety and beauty of the topics presented. The caution is again reiterated, not to attempt too much at once, and never to present a topic till you fully and clearly understand it—till you can handle it and illustrate it with ease and confidence, without a text-book. The teacher, as already remarked, must seek help from text-books, works of reference, and every other available source; but the subject of each lesson must be so entirely mastered and digested beforehand that there shall be no need of any book during the exercise.

With these few hints and suggestions, the subject is earnestly commended to the teachers of the state.

NEWTON BATEMAN, Sup't Public Instruction.



## EDITORIAL DEPARTMENT.

**THE PRESENT NUMBER.**—We surrender a large portion of our space, this month, to the paper of Mr. Wells on the County Superintendency, and to the circular of Mr. Bateman on Instruction in Natural Science in our schools. We do this the more cheerfully because these two subjects are just now attracting more attention than any others among the friends of public education throughout the state. The requirement of the new school-law that the elements of the natural sciences shall be taught in our common schools has set the teachers actively at work preparing themselves both in matter and method for the new demands made upon them. And in this case, as in many others, it is easier to obtain a knowledge of the subject-matter to be taught than to fix upon the best method of presenting it to the children. If the new studies prove a failure in our schools, it will be the result of faulty methods in teaching them. Mr. Bateman's hints to teachers on this very important subject will be found timely and valuable.

The other subject—County Supervision—is also especially interesting at the present time. An efficient system of schools is impossible without efficient supervision; and yet, it is morally certain that our new school-law, unless amended, will effectually destroy our excellent system of county superintendency in a large part of the state. The boards of supervisors in some of our counties, in the exercise of the authority conferred upon them by the law, have already restricted the time for which their respective county superintendents may draw pay to sixty days in a year. Mr. Wells's paper contains a full discussion of the relation of the new school-law to the county superintendency, and gives the experience of other states and the testimony of many leading educators throughout the country, all tending to prove that thorough supervision is an indispensable requisite for good schools.

## MONTHLY REPORTS FOR SEPTEMBER.—

TOWN OR CITY.	No. of Pupils Enrolled.	No. of Days of School.	Average No. Belonging.	Av. Daily Attendance.	Per ct. of Attendance.	No. of Tardinesses.	No. neither Absent nor Tardy.	PRINCIPAL OR SUPERINTENDENT
Peoria.....	2380	17 1/2	2190	204	4 32	12	32	J. E. Dow
Decatur.....	1539	20	1417	1331	86	7	238	E. A. Gastman
Yates City.....	151	16	147	140	93			H. A. C. Bloomer
Princeton.....	586	21	536	514	85	5	58	C. P. Snow
Lincoln.....	817	20	677	614	7	8	479	111 Israel Wilkinson
Dixon.....	476	20	413	375	79		230	110 E. C. Smith
East Mendota.....	407	21	351	347	85	4	225	110 J. R. McGregor
Rochelle.....	347	20	328	297	85	5	41	137 P. R. Walker
Marion.....	191	22	180	167	87	9	158	48 Jas. Kirk
Lyndon.....	106	19	85	91	81		52	6 O. M. Cary
Shelbyville.....	528	19	480	420	79		205	114 Jephthah Hobbs
De Kalb.....	259	21	243	212	87		122	53 Etta S. Dunbar

## PERSONAL AND GENERAL ITEMS.

PROF. WINCHELL, of Michigan University, has accepted the Presidency of Syracuse University, with a salary of \$5000 a year. He is to enter upon his duties next January.

MR. W. H. RICHARDSON, recently of Rantoul in this state, has received and accepted the appointment of principal of the Plankton Grammar School in Milwaukee, Wisconsin.

MR. A. C. BLOOMER continues in charge of the school at Yates City. With a fine and commodious building and an able corps of teachers, he anticipates a successful year's work.

THE school census of Chicago, recently taken, shows a school population in that city of 88,219; accommodation furnished by the school-houses for 28,581, or a little over 32 per cent. of the school population.

PROF. JOHN W. FRAZER, for over thirty years Professor of Natural History and Chemistry in the University of Pennsylvania, died suddenly, Oct. 12th, while entering his apartment at the new building.

THE applicants for admission to the Freshman Class of Michigan University numbered this year 160, of whom 135 were admitted. Of these 18 were ladies.

DR. FRANCIS LIEBER, Professor of Constitutional History and Political Science in Columbia College, New York, died, recently, at the age of seventy-three. He was a Prussian by birth; took part in the battle of Waterloo at the age of fifteen; at twenty-one went to Greece to aid the people of that country in their struggle for independence; was twice thrown into prison in his native country for engaging in revolutionary movements, and finally, in 1827, came to America, which has since that time been his home and his country.

DIED, at Lincoln, Ill., on the 5th of October, 1872, Mrs. ENA P. REGAN, wife of Superintendent Regan, of Logan county, Illinois. Mrs. Regan taught, before her marriage, in Brimfield and Aledo, in Illinois, and in Birmingham Seminary, Iowa. She was a lady of modest and unassuming manner, but possessed rare delicacy of taste and superior mental endowments. She had an unusual amount of tact and enthusiasm, and won a fine reputation as a teacher. A few days before her death, her little daughter Bessie was taken away, to be followed too soon by the loving wife and mother. By this terrible blow Mr. Regan is left alone, his eldest child having died several months ago. Old friends tender their heartfelt sympathies to this afflicted brother in his desolation. c.

## ILLINOIS STATE ASSOCIATION OF COUNTY SUPERINTENDENTS OF SCHOOLS.

THIS body met in the Court-House, at Urbana, at 10 o'clock A.M., Tuesday, Oct. 8th, 1872. Newton Bateman, Superintendent of Public Instruction, President, being absent, James P. Slade, Superintendent of St. Clair county, chairman of the Executive Committee, occupied the chair *pro tem*. Prayer was offered by Rev. Thos. W. Hynes, Superintendent of Bond county.

## SUPERINTENDENTS PRESENT, WITH COUNTIES.

Rev. Thos. W. Hynes, Bond Co.  
 Thomas R. Leal, Champaign Co.  
 Albert G. Lane, Cook Co.  
 Horace P. Hall, DeKalb Co.  
 Rev. William Griffin, Hancock Co.  
 L. T. Hewins, Iroquois Co.  
 Charles H. Knapp, Jersey Co.  
 George W. Peppoon, Jo Daviess Co.  
 George B. Charles, Kane Co.  
 Rev. F. W. Beecher, Kankakee Co.  
 Fred. Christianer, Knox Co.  
 James H. Preston, Lee Co.  
 Oscar F. McKim, Macon Co.  
 John Weaver, Madison Co.

John Hull, McLean Co.  
 Fred. W. Livingston, Mercer Co.  
 Rev. H. L. Gregory, Montgomery Co.  
 Samuel M. Martin, Morgan Co.  
 E. L. Wells, Ogle Co.  
 B. G. Roots, Perry Co.  
 A. W. Durley, Putnam Co.  
 B. G. Hall, Stark Co.  
 James P. Slade, St. Clair Co.  
 I. F. Kleckner, Stephenson Co.  
 Stephen K. Hatfield, Tazewell Co.  
 James B. Donnell, Warren Co.  
 S. O. Simonds, Will Co.

Albert G. Lane, Superintendent of Cook county, read a paper on *Provisional Certificates*.

He said: As long as it is possible to obtain teachers who can meet the full demand of the law, the county superintendents ought not to grant provisional certificates. While there is really a necessity for a provision of this kind in the law, still I feel confident that the thought, aim and purpose of our legislators was to make the law as strong as possible in requiring better qualifications for teachers. The sons and daughters of our farmers are the persons that will be employed to teach, and they will commence just as soon as they can obtain the license demanded by law; therefore, the character of the superintendents' examination and the standard adopted will largely determine the character and measure of their preparation. What course shall be pursued in issuing 'provisional certificates'? Certificates should be granted to teachers upon a written public examination only. Let it be once generally known that an absolute standard must be reached; that all applicants at each examination are required to answer the same questions; that certificates will *never* be granted upon recommendations alone, nor on an hour's oral examination, and appeals from friends and politicians will soon cease. Any exemption of those who desire to teach on account of 'a recommendation from directors for a provisional certificate' will have a tendency to open the schools to those wholly unfitted for the noble work of teaching.

Mr. Leal.—It is a very difficult matter to get good teachers. It is as difficult to find successful persons in any other kind of business. Teachers will compare favorably with persons in other pursuits. He has teachers that can not be spared, yet they, perhaps, can not answer fifty per cent. of questions that some superintendents might give them. High book qualifications do not always insure good teaching abilities. Would urge teachers to improve as fast as possible in the new branches of the school-law, and would advise them to be careful about introducing them into the schools.

Mr. Griffin.—Had not enough teachers without giving provisional certificates. Had held drills, and would give teachers a short time for preparation.

Mr. Christianer.—Advises teachers to study the elements of the new branches and pass a first examination, and then to strive for better work. Teachers have a wrong impression that the task is insurmountable.

Mr. Hull.—Has given but very few provisional certificates. Thinks there will be a great demand for them. Some times it is difficult to get teachers for some schools, even with a surplus, because teachers do not wish to teach them. Had given about as many certificates since July 1st of this year as for the same length of time after July 1st of last year.

Mr. Roots.—Would have all examinations public, and all examination papers of teachers a matter of record. Would make the examination a great occasion. Would not coax the people to approve what he had power to do. He renewed the certificate of nearly every teacher before the 1st of July. He didn't wish to have provisional certificates.

The discussion was participated in by Messrs. Charles, Martin, Hynes and others, and the general opinion seemed to be that it is well to require the teachers to possess the knowledge of the new branches, and that the law is a good one for the state; but that pupils should very seldom be advised to purchase the books, and the studies should not be urged immediately into the schools, except by prudent oral instruction.

#### AFTERNOON SESSION.

Messrs. Hull, Hynes and Lane were appointed a committee on resolutions.

S. O. Simonds, Superintendent of Will county, read a paper upon *Nature's Method, the True Theory of Education*.

There are in nature certain immutable principles, fundamental laws, which the close observer and accurate thinker may discover and turn to practical account. The body grows by integration and assimilation of likes with likes. Reasoning from analogy, we should infer that the mind grows by a similar process. Food is required by both body and mind as a means of development. The senses are the avenues of nutriment for the mind. A clear perception of the actual in nature

and of the relations which one thing bears to another is knowledge, and the acquisition of it education. Nature's Method is first to gain an idea of the concrete, and from it pass to the abstract.

Dr. Sewall, of the State Normal University, read a paper upon *The Introduction of the Natural Sciences into Common Schools*.

The world without furnishes the material, while the intellectual powers receive and mould it. Whatever helps to keep open the lines of communication helps to educate. The study of Natural Science tends to strengthen the intellect, refine the taste, and develop the religious nature. These studies are better fitted to educate than some we now have. The text-book is a guide, and must be used as such.

The paper was a very interesting one, and proved the wisdom of the last legislature in giving us the amendments to the school-law.

Geo. B. Charles, Superintendent of Kane county, read a paper upon *Teachers' Institutes*.

The true purpose of teachers' institutes is to benefit the schools by improving the teachers. They should give increased knowledge, improved methods, and nobler purposes. Institutes were classified as local drills, county institutes, and state associations. Sample exercises for the first two were presented. The county superintendent should arrange programme and give shape to the work of the sessions. The social influence and the power of institutes to awaken enthusiasm were recognized. Adaptations of institutes to peculiar local needs, and their enhanced usefulness with the enlarged curriculum, were discussed.

Mr. Hull.—Would have in large counties an annual institute, and several local institutes. The work should be mostly limited to special subjects, and the subjects should be previously announced. Superintendent should have entire control. Criticism should be for encouragement. Local institutes would have a larger attendance of citizens than the general institute. Good lectures should be provided.

The paper was further discussed by Messrs. Simonds, Leal, Hynes, Hall of Stark county, and others.

#### EVENING SESSION.

Lecture—*How to do it*: W. H. V. Raymond, of Springfield.

A condition precedent to doing the new work in our schools demanded by the late law is that those who have it to do should be able to see the possibilities in it—not of information simply, but of power to quicken the intellectual perceptions, to educate the judgment, and to enlarge the body of science itself by furnishing a larger number of competent observers; and, as a consequence of this enlargement of science, to add to the civilization, culture and comfort of the masses; to mould the character, enkindle aspiration, and beget loving and reverent worship of God. The agencies suggested for giving teachers a view of these possibilities are brief terms of school during the summer vacation, and short courses of lectures before teachers' institutes, in addition to the continuous stimulus given by county superintendents. In the school-room, to secure a beginning in these results, the objects themselves should be presented, facts of form studied from them and facts of function. These should be studied in their resemblances and differences and relations, and the appropriate inferences and classification made. In Natural Philosophy, simple experiments should discover to the pupil the elementary truths relating to properties and laws of matter, and reliance should not be placed upon mere description or pictures. The apparatus with which to do this may be purchased for \$5.00. To secure the best results, the final suggestion is that the State Department issue a monthly circular indicating in detail the work to be done for one month, with suggestions from point to point in relation to the methods of doing it.

#### WEDNESDAY MORNING.

Prayer by Rev. Fred. W. Beecher, Superintendent of Kankakee county.

Report of Committee on Course of Study and Programme for Ungraded Schools, by I. F. Kleckner, Superintendent of Stephenson county.

The opinion that our common schools would be benefited if they were to follow loosely a course of study has been gaining in favor during a few years past. School should be divided into four grades. Phonic Analysis should be taught in

connection with Reading throughout the entire course. Pupils in the higher grades should be held responsible for the spelling of all words in every lesson. Writing begun in lowest grade. Language lessons begun in lowest grade; text-book studied only in highest. Natural Sciences taught orally in three lowest grades; text-books studied in highest. Geography studied in two highest grades, always accompanied by Map-Drawing. Study of Numbers begun in lowest grade.

After a somewhat extended discussion of the report, during which several alterations were suggested, the report was referred to a committee consisting of Messrs. Slade, Hull, and McKim, to revise by incorporating the suggestions of the members and to report before the close of the session.

Newton Bateman, Superintendent of Public Instruction, addressed the Association on the subject of *The New School-Law*. This paper was well received, and met with the hearty approbation of the members of the Association. It will be published in the forthcoming report of Mr. Bateman.

Mr. Bateman replied to the superintendents upon many points of the law which they wished to have explained.

#### AFTERNOON SESSION.

Mr. Hynes was chosen Chairman *pro tem*.

A discussion upon the School-Law was participated in by most of the members present.

Voted to hold the next session of Association at Chicago.

Geo. W. Pepoon, Superintendent of Jo Daviess county, read a paper upon *The Best Method of Teaching the Natural Sciences*.

B. G. Hall, Superintendent of Stark county, opened a discussion upon the question *How can Uniformity of Text-Books be best Secured?* He was followed by most of the members of the Association.

Rev. Fred. W. Beecher, Superintendent of Kankakee county, read a paper upon *Examinations of Teachers in Natural Sciences*.

The examination is for the purpose of securing those who can teach children how to see; to observe what there is in this world—(1) of plant life, trees, grasses, shrubs, flowers and fruits, etc.—Botany; (2) of animal life, beasts, birds, fishes and insects, etc.—Zoölogy; of natural phenomena, heat, weight, motion, power, electricity, etc.—Physics; (4) of the wondrous structure and life of the body, and how to keep its health—Physiology and Hygiene. The main aim must be, as far as possible, to seek for something besides dead knowledge, more than a memory of what a book said, with some idea of great underlying facts, behind the book, and rendering the book possible. (1) There must be care at the first not to get up any scare. (2) We must not expect too much, or too suddenly what can come only by time. (3) We should always impress the idea upon teachers that, in the end, the change will be a relief, and not an additional burden. (4) We should try and excite a pleasurable expectation, and enthusiasm.

Lists of questions were presented in an endeavor to illustrate the spirit in which an examination should be conducted.

The subject was discussed by Messrs. Roots, Hynes, Hewins, Christianer, and others. Mr. Roots said that in his county there were not many schools in summer; but, being so far south, pupils could pursue the study of Botany very well in winter.

The following persons were elected honorary members of the Association: W. H. V. Raymond, Dr. J. A. Sewall, Dr. J. M. Gregory, J. Piper, Wm. Isenberg, P. B. Hulse, Mrs. E. R. Roots, O. C. Blackmer, and W. J. Button.

Voted to accept, with thanks, the invitation of Dr. Gregory to visit the Industrial University and the farm connected with it.

Sup'ts McKim, Knapp, Gregory, Roots, and Donnell, were appointed a Committee on Nominations of Officers.

#### EVENING SESSION.

Lecture—*The uses of Natural Science in Education, and the True Law of its Successful Study*, by Dr. J. M. Gregory, of the State Industrial University.

He spoke of the value of the natural sciences in the public schools, showed

how the mind grows. Knowledge is its food, and mental power its growth. Education is the cultivated growth of the mental powers, or, in a broader sense, of the physical, mental and moral powers. He showed the value of these branches of natural science as compared with mathematics, language, history, etc. With the study of the natural sciences, the pupils will become better students in the other branches. Dormant powers will be awakened. The world lies sealed to him whose senses are uncultivated. The human mind is always led to its greatest development by the study of nature, yet not by it alone. He thanked God for the law providing for the introduction of these branches into our schools. Yet there is danger to be apprehended from the unphilosophical methods that may be adopted in teaching them. Long before the law had provided for the study of the natural sciences, God had provided for it. The child begins by getting facts; he is constantly crying "let me see, let me see." Then facts are classified, and broader and still broader generalizations are made. It will be a great mistake to expect that these studies can be mastered in a term. They will require time, and too much should not be attempted at once.

The Association passed a vote of thanks to Dr. Gregory for his able address. It is to be published in full in the next report of Superintendent Bateman.

#### THURSDAY FORENOON.

E. L. Wells, County Superintendent of Ogle county, read a paper upon *The Relation of the New School-Law to the County Superintendency*. [This paper will be found elsewhere in this number.]

Mr. McKim.—We have had a good school-law, but the superintendency has seemed to fall into bad repute. We should find where the fault is. It is perhaps to be found in part in the manner in which the superintendent is chosen. In Pennsylvania, the superintendent is chosen by the school-officers. This plan would keep his election out of evil political influences.

Mr. Beecher.—There ought always to be an annual settlement of the superintendent with the board of supervisors. The choice of superintendents should be left in the hands of the people. His duties should be as fully fixed by law as the duties of other officers. The man should be equal in worth to any other county officer, and should receive as good remuneration.

The subject of the paper was discussed by others, also, at considerable length. The general opinion was favorable to the election of superintendents by the people. It was thought that we must rely in this matter upon an intelligent public sentiment, and that, where such a public sentiment does not already exist, efforts should be made to educate the people on this subject; that if a failure in duty by some county superintendents furnishes good ground for abolishing the office, then all public offices ought to be abolished, for there are similar failures in all departments of public service.

Report of Committee on Programme and Course of Study was made by Mr. McKim. Report was referred back to committee to revise according to suggestions given, and to send to State Superintendent for publication.

The Committee on Resolutions, through the chairman, Mr. Hull, reported the following resolutions, which were adopted:

*Resolved*, by the Illinois State Association of County Superintendents, in session at Urbana, October, 1872—

1st. That we consider the New School-Law an advance in the line of educational reform; that we appreciate and are grateful for the interest, thought and care bestowed upon its provisions by those who have been chiefly instrumental in its structure and enactment.

2d. That we especially commend the following points: the mode of distributing the public school funds to counties and townships; the authorization of township high schools; the increased strictures of accountability laid upon school-officers and teachers for performance of their various duties; the required uniformity of text-books and the provision against their too frequent change; the addition of the Natural Sciences to the course of study, which will tend, as we believe, to raise the standard and increase the efficiency of teachers, and improve the schools.

3d. That we recommend a modification of the law in these respects: that the distribution to districts be made as under the old law, in proportion to children under 21, and certified attendance; that the week be made the unit for the measurement of time in the school-law in stead of the month; that teachers should have the right to close their schools for the purpose of attending institutes.

4th. That the employment of twenty thousand teachers, the expenditure of seven millions of dollars annually, and the custody of millions of dollars of public funds, require an efficient and responsible supervision, and those to whom is given this duty and responsibility should be, in points of independency and remuneration, on an equality at least with other county officers.

JOHN HULL, } Committee  
A. G. LANE, }  
THOS. W. HYNES, }

The following resolution, offered by Mr. Beecher, was adopted:

*Resolved*, That, in view of the wide diversity of method and grade of requirements obtaining among the county superintendents of the state, in examination of teachers, we respectfully suggest that, for the furtherance of uniformity of examinations of applicants for county certificates, and in some instances even to secure examinations at all it is desirable that sets of questions be issued annually by the State Superintendent and sent to the respective county superintendents, for use in examination, or for instruction and guidance in preparing their own sets of examination papers.

The Treasurer of the Association made the following report, which was accepted:

JAMES P. SLADE in account with the  
ILLINOIS STATE ASSOCIATION OF COUNTY SUPERINTENDENTS.

Dr.

1872, October—To money received from Mr. Ethridge.....	\$25.00
“ “ “ membership fees received at Urbana.....	27.00
Total received.....	—\$52.00

Cr.

1872, October—By money paid for printing circular letter, railroad certificates, and programmes .....	\$10.25
1872, October—By postage and stationery .....	5.50
“ “ “ amount paid Prof. Raymond .....	5.00
“ “ “ “ Prof. J. A. Sewall .....	5.00
“ “ “ “ incidentals at Urbana .....	1.00
“ “ “ printing circulars to sup'ts in 1870 (Martin) .....	3.75
“ “ “ balance in treasury .....	31.50
	<hr/> 120.00

Mr. Lane offered the following resolutions, which were adopted:

*Resolved*, That the thanks of this Association are due—

1st. To the Executive Committee, and especially to Jas. P. Shale our worthy Chairman upon whom has devolved (on account of resignation of Mr. A. Ethridge) nearly all of the work and labor of arranging for this meeting of the Association.

2d To E. L. Wells, our faithful and efficient Secretary.

3d To the various railroads of the state that have granted a liberal reduction of fares to the members of this Association

The following officers were elected for the ensuing year:

*Executive Committee*—John Hull, McLean county, Chairman; Albert G. Lange, Cook county; E. L. Wells, Ogle county. *Secretary*—Jas. P. Shale, St. Clair county. (Signed) E. L. WELLS, Secretary

EDUCATIONAL NEWS  
ILLINOIS.

**THE STATE TEACHERS' ASSOCIATION.**—This body is to meet at Springfield, on the 25th, 26th and 27th of December. The programme will be ready for publication in the December Teacher. The arrangements thus far completed promise an

interesting order of exercises. The fare at the Leland Hotel will be \$2.50 a day; at the other hotels, \$1.50. Rooms may be secured in advance by letter addressed to the hotels.

BLOOMINGTON.—Mr. S. M. Etter, who has long been connected with the schools of the state, and for the last three or four years has been Superintendent of the Bloomington schools, has resigned his position, to enter the (pecuniarily) more attractive field of life insurance. In accepting his resignation, the school board passed a resolution highly complimentary to Mr. Etter, assuring him of their confidence in him and their best wishes for his success. Mr. Etter will be missed in the gatherings of the teachers of the state, in which he has so long been an active participant, and we are sure that all will wish him success in his new field of labor.

CUMBERLAND COUNTY.—The Teachers' Institute for this county was held at Neoga, on the 25th, 26th and 27th of September. The session was interesting and profitable. The citizens of Neoga manifested much interest in the meetings. Mr. W. E. Lake, the County Superintendent, is working faithfully to improve the schools of the county.

GALLATIN COUNTY TEACHERS' INSTITUTE was held at Shawneetown, the first week in October. Exercises were conducted by Mr. Brownlee, Principal of Shawneetown school; Mr. Cooper; Miss Hettie Morse; Miss Mary Morse; Dr. Allyn, of McKendree College; and Prof. J. W. Cook, of Normal. The time of the institute was occupied chiefly with Grammar, History, Reading, and the new branches required by the school-law. Prof. Cook lectured Tuesday evening; Dr. Bateman, Wednesday evening, on *Compulsory Education*; and Dr. Allyn on Thursday evening. Most excellent music was kindly furnished by Miss Lizzie Lowe, the Jennie Lind of Southern Illinois. The attendance was not very large, owing to the fact that the county fair was held in Shawneetown at the same time; but the teachers were interested and enthusiastic.

PUTNAM COUNTY.—The teachers of this county held their institute at Hennepin, beginning Monday, October 14th, and continuing through the week. Prof. Cook, of Normal, was present two days, and gave exercises in Natural Philosophy, Physiology, History, the Decimal System, and Reading. He also lectured, one evening, on *Education, the Business of Life*. Mr. Powell, of Aurora, was in attendance, and did some excellent work in his language lessons and lessons on animals. Mr. Jenkins, of Ottawa, also rendered valuable assistance in the work of the institute. The attendance of teachers was very good, the number present being greater than the whole number of schools in the county. This speaks well for the teachers and superintendent of Putnam county.

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#### NOTICES OF BOOKS AND PERIODICALS.

(<sup>61</sup>) We have long felt the need of a suitable book to put into the hands of pupils beginning the study of Latin. The volume before us is adapted to the use of those

(<sup>61</sup>) LATIN LESSONS, adapted to Allen & Greenough's Latin Grammar. By R. F. Leighton. Published by Ginn Brothers, Boston.



only who use Allen & Greenough's Latin Grammar. The first 94 pages contain seventy-two lessons of Latin to be translated into English, and of English to be translated into Latin. These are designed for elementary drill, and in them the pupil is taken over the entire ground of the Etymology and Syntax. Following these exercises are forty-seven pages of Latin text selected from Æsop's Fables, Viri Romæ, and the first book of Caesar's Commentaries on the Gallic War. The remaining hundred pages of the book are occupied with Notes, Questions for examination and review, and Vocabularies. Believing, as we do, that it is desirable to set the beginner in the language at work, as early as possible, translating some simple, connected matter, we should say that there is an excess of introductory exercises in this work. In using the book we should omit nearly one-half of these exercises, and, upon reaching the forty-fifth lesson, instead of plodding on to the end through this weary waste of disconnected sentences, we should begin to assign short lessons in the Fables or the Roman History, and should apply the rules of Syntax as occasion might demand. By such a course we think that time would be saved, greater interest secured, and more satisfactory results accomplished. The difficult step from simple drill exercises to Caesar, which is so often attempted, is properly avoided by the interposition of selections from the Fables and from Viri Romæ; but here, again, it may be found advisable to omit about one-half of the thirty pages of pretty closely-printed Latin. We are glad to see that the author puts forth the Roman method of pronouncing Latin. This has been so well settled by the recent investigations of scholars that we have little doubt as to its general adoption at no distant day. The plan by which the pupil is introduced to the language is not the one that seems to us the simplest and the most philosophical. We prefer to begin with the verb rather than the noun, and we think that the stem method of treatment has decided advantages over the old way. The publishers have done their work well; the mechanical execution of the work is excellent.

(62) THE general plan of this book we like. The method of treatment of the different parts of speech is, we believe, in the main, the true one, and the drill exercises are good. We objected to the volume noticed above because it contained too much: our objection to the one now before us is that it contains too little. In sixty-three pages of exercises and Latin text it is proposed to advance the pupil to just about the same point that Leighton's Latin Lessons aims to reach in 144 pages. The transition from the drill exercises to Caesar is altogether too abrupt. The teacher who attempts to use this book in his classes will, we think, find it necessary to supplement part first with a large number of additional exercises, before allowing his pupils to enter upon the difficult work found in the first book of Caesar. We intend to use this in our classes for the present, because nothing better seems to have yet appeared. The notes consist largely (as notes should at this stage of the pupil's progress) of references to the Grammar. The Tables, which occupy about sixty pages, contain much that will be found useful in teaching the inflections of the verb and the noun, and also in explanation of the constructions of the oratio obliqua. Latin-English and English-Latin vocabularies close the volume. The paper is strong, the type large and clear, and the binding durable.

(63) THE text-books of to-day are in pleasing contrast with those of our fathers, not merely in the method of presenting subjects, but quite as noticeably in the taste and skill displayed in their mechanical execution. Rival publishing houses vie with one another to see which can produce the most finished article. Neither pains nor expense is spared in the endeavor to make books, both in material and in style of work, pleasing and acceptable. The volumes before us are good illustrations of the perfection to which the art of book making has been carried. In binding, in paper, in type, and in general make-up, they leave little to be desired.

(62) A FIRST LATIN BOOK. Introductory to Caesar's Commentaries on the Gallic War. For use with Harkness's, Andrews and Stoddard's, Bulfinch's and Allen's Grammars. By Daniel G. Thompson. S. C. Griggs & Co., Chicago. 1872.

(63) EXERCISES IN GREEK COMPOSITION. By Elisha Jones and James R. Boise. S. C. Griggs & Co. SELECTIONS FROM VARIOUS GREEK AUTHORS, FOR THE FIRST YEAR IN COLLEGE. By James R. Boise and John C. Freeman. S. C. Griggs & Co., Chicago.

The Selections from Greek Authors, in particular, is unsurpassed in beauty and tastefulness of handiwork by any Greek text-book that we have ever examined. It is a real pleasure to handle it and to look through its clear pages. Such an attractive volume, it would seem, might allure even a reluctant student into some love for the study. It contains 204 pages of Greek, consisting of selections from eight different authors, beginning with Homer, who wrote before the dawn of the historic age, and ending with Lucian, who belongs to the latter half of the second century of our era. It thus gives us specimens of the old Ionic, the new Ionic, the earlier and the later Attic, and the common dialect. An admirable feature of the book is the course of historical reading in connection with the selections, for which suggestions and directions will be found in the notes. The notes give such aid, grammatical and otherwise, as the student is supposed to need at this stage of his course. "These are designed," we are told in the preface, "rather as guide-boards to those who have the resolution to go on foot; they can not be used as 'ponies' and 'coaches' to those who love to ride." Prof. Boise is well and favorably known to the teachers of the country through his previous works, and his name will be a sufficient guaranty of exact and thorough scholarship in whatever comes from his pen. The Greek Composition is a volume of exercises designed for systematic drill in the more important principles of the Greek syntax. It impresses us very favorably, though we have not yet had an opportunity to use it in our classes. We are glad of something to take the place of Arnold's Greek Prose, which is of all books we ever attempted to use the least interesting to a class. The present work contains one hundred pages, eighty-four of which are devoted to the exercises, and the remainder to an English-Greek vocabulary. Its references are to the grammars of Hadley, Goodwin, and Kühner, each lesson illustrating some definite subject. This is designed for preparatory work, but it is to be followed by a Part II, prepared by Prof. Boise for the use of freshman classes in college.

(<sup>64</sup>) MR. JEPSON'S course is contained in two books, each of which is divided into three parts, adapted to the grades of our public schools. Book First is rather a manual for teachers than a class-book for pupils. Minute directions to teachers are given at every step, so that if one can sing the scale, he can present Mr. Jepson's method. It does not strike us as being altogether scientific in its manner of presentation, although the author in his preface promises 'the thing before the sign'; indeed, in this respect it is inferior to western publications, that might be named; still, it has the merit of simplicity, and children can doubtless be taught the elements of vocal music in a comparatively short time by this method. In addition to the lessons, there are many 'Songs for Rote Practice'. The same house publishes the book of which 'Book First' seems to be a revision. No especial plan of teaching is suggested, and the book is little else than a series of progressive exercises well adapted to any grade of school above the intermediate where knowledge of the rudiments of music is desired. Teachers of some experience will find this a very valuable book for the higher grades. The growing interest in music in the schools is a cheering sign, for it is an earnest of higher culture among the masses. We hail these books as promoters of this civilizing and refining agency. J. W. C.

(<sup>65</sup>) THIS is a volume of over four hundred pages, treating of the nature, kinds, laws and uses of beauty. In the scramble of our people after bread and butter, and dollars and cents, but little thought is given to the beautiful. It would doubtless be better for us if we gave to it more attention. The true and the good are so closely connected with the beautiful that, without an appreciation of the last, it is hardly possible for one to rise to the fullest apprehension of the other two. The book before us is written in a pleasing style, and can not fail to be interesting to any reader of ordinary intelligence. The paper and type are worthy of the subject-matter, but the binding is poorly done.

(<sup>64</sup>) THE ELEMENTARY MUSIC READER, a progressive series of lessons prepared expressly for use in public schools. By B. Jepson, Instructor of Vocal Music in New-Haven Public Schools. Charles C. Chatfield & Co., New Haven, Conn.

(<sup>65</sup>) THE SCIENCE OF AESTHETICS. By Henry N. Day. Charles C. Chatfield & Co., New Haven, Conn.

# ILLINOIS TEACHER.

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## N A T U R A L   D E F E C T S

DR. SAMUEL WILLARD.

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IN various matters of arrangement and detail in schools, teachers who judge their pupils by themselves alone may make grievous errors. For instance, in some schools, teachers have required pupils to hold the book in use in a certain position, at a certain distance from the face. Such a teacher is either carelessly or stupidly ignorant of the fact that pupils are not all alike as to the power of vision at any given distance: some are long-sighted; others, short sighted, and if the class of medium sight are accommodated, the long sighted and the short-sighted are both discommoded. Each pupil should be allowed to hold his book at such distance from his eyes as is best for himself: at whatever distance is easiest as judged by the feeling of those organs.

The possibility and indeed the frequency of short sightedness should be considered in seating pupils, and in conducting blackboard exercises. In the High School in Chicago I find generally in each room one or more short-sighted pupils. Of those whom I teach this year I find one in every nineteen too short sighted to see what I write on the blackboard unless sitting quite near; and of these one or seven is too short-sighted to see the board plainly at the distance of three yards, if I may judge by the approach made to read what is written. I heard of a teacher who marked a pupil at a low rate of standing but found that she had cruelly misjudged the pupil, deeming her stupid, when the pupil had silently accepted the place in which the teacher put her, and was unable to see the blackboard. I generally detect in a few days after beginning acquaintance with a new class those who are short-sighted and those who are deaf of one or both ears.

Those who are deaf or partly deaf on one side are many; and they are often misjudged because some times they seem to hear what is said to them and at other times to be unaccountably inattentive. If a pupil is observed always to turn one side of the head toward the teacher when spoken to, it may be held certain that one ear is deficient.

Three other forms of defective vision should be noticed. A pupil blind of one eye, or with the sight of one eye very poor, makes mistakes as to distances. Such a one may undertake to put an article on the desk and fail, letting it go to the floor. When I was once attending a chemical lecture, I discovered that the professor had sight in but one eye, by his attempt to put a stopper into a bottle. To understand this defect, if you have two good eyes, close one of them and try to bring the point of your finger down perpendicularly upon a point on the table before you, taking care to do so without bringing the finger between the point and your eye: this latter condition is essential.

The second defect is astigmatism, a lately-recognized disease of the eye, which prevents the seeing of lines in certain directions. Thus one person affected with astigmatism may be totally unable to see horizontal lines; and another, differently affected with it, may be unable to see vertical lines. The first person, if holding the head erect, can not see the hands of the clock when horizontal, as at quarter before or quarter after three; but the other can not see them at six or twelve o'clock. Each astigmatic eye has its own special angle of defect. I knew a gentleman, himself a good teacher, who could see no vertical line unless by an inclination of the head; and I know a lady who can not see the bars on the sheet of music before her if she holds her head upright. I have never noticed this defect in a pupil, but should not be surprised at its occurrence.

The third defect referred to above is better known, being called color-blindness. I have observed it among my friends, as, for instance, in one who could distinguish the red cherries from the green leaves only by their shape. Such gross defect as this is, of course, rare; yet all teachers should know that an Edinburgh surgeon examining nearly 1200 persons found that one in eighteen were more or less color-blind. While giving object lessons or lessons in botany or in any natural science requiring appreciation of color, what a teacher may take for inattention or obstinacy may be a most unfortunate natural defect. The colors most commonly undistinguished by the color-blind are red and green, the very same that are used as signal

colors on railroads generally. While the milder forms of this defect prevent only the distinction of shades of the same color or of the same depths of different but similar colors, it is found that some have no knowledge of color at all: to them all nature looks as photographs do to us, presenting only light and shade. Interesting information on this subject may be found in an article in the New American Cyclopædia, under the title COLOR-BLINDNESS.

I am sorry to say that I have found teachers who refuse to recognize the last-named defect, deeming it merely the result of lack of education as to colors. Such will insist that a pupil shall make distinctions which are as impossible to him as musical knowledge to a deaf-mute. Such teachers, too, generally belong to that self-conceited class who refuse to learn from the scientific researches of others if contradicting their own notions. But a striking evidence of the reality of the defect, and a proof that it is not dependent upon lack of training, is the fact that some persons are found who are color blind in but one eye, while as capable as others of distinguishing colors with the other eye.

In conclusion, then, let all teachers who find an apparent defect of any of the special senses, or a dullness or seeming inattention which is uniform and constant, look to the question whether they are contending with curable deficiencies or incurable defects: and let all remember that these defects are more frequent than is commonly believed.

#### SOME OF THE CAUSES THAT HAVE BROUGHT THE COUNTY SUPERINTENDENCY INTO DISREPUTE.

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THE last legislature, in their efforts to cripple the County Superintendency and reduce the office to a merely clerical one, demanding only a few days' attention yearly, undoubtedly reflected the sentiment of a large portion of the people of the state. The conviction is quite general that the office is superfluous and a useless expense to the public. On the contrary, no one who is much acquainted with the working of our school system, or with the difficulties that surround and impede the progress of education, can deny that the object sought in establishing the office and prescribing the duties of the same as indicated in Sec. 20 of the *old law* is eminently practical and useful. The design was to unify and strengthen the system and to

add to it a powerful auxiliary that would especially benefit the rural schools, give encouragement to all coöperative effort, and combine all the best influences in improving the character of popular education in the state. That the experiment in many instances has proved a most signal failure is incontestable. That there is a lamentable deficiency on the part of many county superintendents can not be controverted. But the defects attending the system are not in consequence of the liberality of the law, but are to be attributed wholly to its incompleteness. The difficulty has mainly been that the people have not properly estimated their obligations to the office, and have been injudicious in selecting persons to discharge its duties. And this evil is destined to continue until regulated by an addition to the statute making the office accessible to those only of professional experience.

The opinion obtains on every side that any man who can read and write is qualified to supervise a system of schools and give advice on any subject connected with school administration. Hence, we find men who would hesitate about asking for the position of county treasurer, lest they could not perform the problems in simple addition necessary in the business, or who would be reluctant to receive the office of county clerk, well knowing their incompetency to keep the books of the county.—we find plenty of such hot aspirants for a position of which the duties, when properly appreciated, are more responsible and serious than can fall upon any other official in a county. From among these the candidate is selected. The arguments in the caucus generally are: "Nominate A; he will run the best. Choose B; he is a good man to electioneer. Place C on the ticket; he will strengthen the party. Select D; he is unknown, and nothing can be brought against him"—that is, he is so negative that he will never effect any reforms. The inquiry is not often made, in the heterogeneous convention, what A or B knows about schools, or methods of instruction. This haphazard manner of selecting persons to perform the most important services must arise from the fact that there is no fixed standard in the teachers' profession. The grade runs down indefinitely, until you reach the pedagogue who spansks and pets, and *'learns the young 'uns them letters'*.

For any other position more discrimination is exercised. If the people have a state's attorney to elect, they do not choose a school-teacher who never studied law. The state does not appoint school-teachers to manage its asylums or hospitals; nor does the church select for its bishops men eminent as educators, or successful as farmers. Yet, inconsistent as it is, men of every, any, or no profession, who

never taught school a day in their lives, who know nothing of the methods of teaching, who can not write a page of original matter grammatically, and some who can hardly write at all, are brought forward to fill the responsible position of county superintendent. A partisan to be rewarded for his fidelity, an impecunious attorney with talents too meagre to command a fee, a poor physician without patients, a minister without converts, a farmer 'hard up', are any of them sufficient material to make a 'good' county school superintendent. What wonder that the system has received injury, and has failed to be sustained by many of the superintendents themselves! It is rather a marvel of good fortune that it has escaped annihilation.

Said a young man who came to be examined: "You are a little more serious in this matter than the superintendent in ——— county above here. When I went to him, I found him out in the field plowing hedge. He sat down on the plow-beam and asked me a few questions, not occupying over ten minutes. He neither heard me read nor saw me write. He inquired my name and post-office, and told me he was in a great hurry, but he would send me a certificate by mail the next day." I was informed of another case, where a superintendent staid all night with a friend, and the next morning in return for his hospitality, and without any examination, he made out two certificates for the daughters there. In conversation with a friend from a distant county, he said: "——— is living very close, and putting in all the time he can. He does not expect to get the office again, and he wants to make all the money he can to finish paying for a farm he has bought." Of a young man who came from another county I inquired how the superintendent there visited schools. He answered: "He never was in my school over twenty minutes at a time. I have known him frequently to ride out ten miles, make a short call, and return home the same day."

It is such soulless work as this, by men who have no interest in education, no knowledge of school work, or whose efforts are impelled by no enthusiasm, that is bringing (and ought to bring) contempt upon the position of county school superintendent. The remedy in part, lies in having a statutory standard of qualification for the office, in preventing men lacking in information and unprepared by any experience from occupying a place they are incompetent to fill.

In the February, 1872, number of the Illinois Teacher there is an excellent draft for a law concerning the qualifications of county superintendents of schools. It could hardly be bettered. Those who

are interested in the substantial progress of education in Illinois should see to it that this bill, or something equivalent, be passed by our next legislature. If something is not done to secure efficiency in the office and uniformity of results, the system is likely to be wholly abandoned.

C. H. MURRAY, Sup't Clay Co.

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### THE BEST METHOD OF TEACHING THE NATURAL SCIENCES.\*

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THE beautiful, many-colored flowers of our prairies and woodlands; the melodious birds, that come in earliest spring to greet us with their joyous notes; the insects and beetles, with their wonderful transformations, which some times puzzle older heads; the worms and reptiles which injure our gardens and frighten the timid; the fishes of our rivulets and rivers,—all are to the children never-ending sources of interest and amusement. The child usually knows where the finest wild fruit grows, the shy birds have their nests, where the fish are most readily caught, and the game induced to come within reach of the hunter's gun. These things prove that he knows and loves nature; that he is in fact a botanist, though ignorant of the dictionary definition of botany; a zoölogist, without, perhaps, being aware of the existence of such words as vertebrates, articulates, and mollusks; a philosopher, unable, it is true, to explain the mysteries of the *Aurora Borealis*, or even why water rises in the common pump.

This natural inclination in the pupil for the very things to be learned, which so delights the educator and makes easy his labors, gives those teaching the natural sciences a decided advantage over workers in other fields of education.

It is generally conceded that the multitude should be better educated than heretofore. This want of a higher, broader culture is met by the new school-law, which requires the teachers of our common schools, the educators of the people, to possess a knowledge of the 'Natural Sciences' to be taught by them. Henceforth, thanks to the wisdom of our legislators, these sciences are a part and parcel of our common-school education. If they are taught as they ought to be, great and lasting good will result. On the other hand, a failure to comprehend the situation, a wrong system of teaching, would nullify

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\*Extracts from the paper on this subject read by G. W. PEPoon, Sup't of Jo Daviess county, at Urbana, Oct. 9, 1872.



the law and defeat its beneficial designs. I would teach these sciences both naturally and practically: naturally, by going not to the books which describe the objects, but to the objects themselves; practically, by giving such instruction as all ought to receive concerning the names and uses of surrounding objects, vegetable and animal, and concerning the general laws which govern all material things.

This oral system of teaching can be successfully followed by those teachers only who are able and willing to master thoroughly the subject before them, and who, in addition, have judgment, patience and persistence to carry out their conceptions of what ought to be done. Too much should not be attempted in one lesson. A single point, fully illustrated, made perfectly clear and plain to all, is worth more than weeks of aimless talk about things in general and nothing in particular. The teacher should always strive to present the lesson in an attractive form, and to show the pupil that the knowledge gained will be of some real use to him in after life. He should commence in the simplest possible way. Have the children give the common names to the various forest trees about them. Let the leaves and wood of each kind be brought as specimens. Ask many questions about them, as to their value for fuel, lumber, etc.; their durability for fence-posts and other situations of exposure to sun and rain; their rapidity of growth, and power to withstand the violence of our prairie winds. The leaf and structure of each can be compared, so that all may readily know them in after life by their common and botaniced names. These lessons can be given without text books in the hands of the pupils, with no additional expense, and with no actual loss, but probably with gain of time to the pupil.

Again: the domestic animals of our farms can be used to awaken an interest in zoölogy, and especially can the beautiful birds with melodious song, be introduced into our school-rooms to gladden the hearts and brighten the eyes of all the little ones. Their habits, whether they are injurious or beneficial to us, can be learned and thus, early in life, the children may know their friends, and protect them from the hunter's gun. Let the beautiful flower be taken into the school-room, show its formation, and name its organs its order and class. Extend the work, until all the flowers about are known. Take several plants, show how the leaves are arranged on the stems. Teach them things so plainly that no one can fail to know what is before them. Such or similar lessons, given by the teacher orally, in a thorough, systematic manner, can not fail to interest the children.

and to make botanists of many who otherwise never would know any thing about the subject.

The living, vital presence of an enthusiastic teacher transforms all the hard scientific names into words of beauty, having a significance full of interest. Information of the most valuable kind can be imparted with these lessons, which the pupil may treasure and use in the daily walks of future life, whatever his occupation or pursuit. All the properties of matter can be shown by simple illustrations and easy experiments. The nature and formation of the clouds may be taught by the oral method. The children can early learn to distinguish the different kinds of clouds, those which hold rain from those which do not, and thus be able to foretell with some certainty the approach of storms. These things and many more can be taught by the oral method better, perhaps, than by any other. The subject opens a magnificent field for the ambitious and intelligent teacher to labor in.

Much more might be added, but enough has been said to indicate the direction to be taken, the initial step, and the subject is left to the cultivated judgment of those who truly wish to build up our schools until they become fit nurseries in which to train the future rulers of our great state.

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#### RECOGNITION OF EFFORT.

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GRACE C. BIBB.

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It was remarked by a revolutionary character, upon a certain well-known occasion—"If we do not hang together, we shall hang separately." Upon the text afforded me by his *bon mot* I propose to enlarge a little.

It may safely be asserted that a prolific source of danger to the general system of common schools is found in the lack among members of the teachers' profession generally of a proper *esprit de corps*. There are two things one of which may safely be asserted of every individual who is enrolled as an educator: he is in the true sense a teacher, or he is a mere cumberer of the ground. Why one of the latter class should be retained as a nominal member of the profession must be explained by those upon whom rests the responsibility of his election

and retention in office; with him we do not concern ourselves. The great body of teachers are earnest, industrious, eager for improvement, ambitious of eminence, and zealous for good work, possessed, indeed, of qualities most excellent; for, without earnestness there is no real work; without industry, no sequence of effort; without individual improvement, no general progress; without personal zeal, no professional enthusiasm; without proper ambition, no popular recognition of service.

The adoption of certain methods, whether at first well considered or not, which are worn as fetters rather than as garments to the thought, cramps the entire mental nature, and predisposes to an inertia extremely difficult to overcome. The adoption, on the other hand, without proper forethought, and the rejection without sufficient trial, of the plans or processes of others induces an unsettled condition of mentality not easily dealt with. In education, as in politics, we have conservatives and radicals, together with those conservators of power who are distinctly neither of the one party nor of the other.—those who walk safely in the middle path.

That from discordant elements discord should grow is no matter of surprise, nor is harmony always desirable; stagnant waters are still, but the great sea is unresting. Pestilence lurks often in calm atmospheres. It is with the storm and the lightning that health returns. The conflict of schools of instruction is not to be deprecated: it is a new ordeal by battle, and the right will triumph. Those things regulate themselves by a law as inflexible as that of supply and demand. True unity is in diversity.

Then it is difficult to persuade ourselves that, when we have dealt faithfully with our own schools, we have as teachers left any duty unperformed; but, as certainly as the entrance of man into society places him in new relations to the members of society and involves new duties, so certainly does the entrance of a teacher into his profession involve, with new relations to instructors generally, duties which he can not with propriety evade. It is for teachers to yield their meed of praise to others. It is for them to be especially free from envy, hate, malice, and all uncharitableness. I hold it a sacred duty for every teacher cordially to recognize the efforts of his fellow teachers and freely to proclaim them. Especially is the duty incumbent upon the more experienced in their relation to the younger members of the profession. While nothing is more certain than that real power will eventually make itself evident, it is no less certain that its recognition may be long delayed by the detractions of envy.

To expect from those who are beginners in work, and who have had no opportunity even to test their theories, that exactness, that self-reliance, that tact, that measure of teaching-power, found in the educator of ten years' experience would be a very poor compliment, to the veteran. It would be simply to say that ten years of our professional life leave us no wiser than they found us, no better prepared to grapple with the mysteries of intellectual development. Certain things we may reasonably expect to find in the teacher, however inexperienced,—earnestness, faith in his work and his will, a degree of education and culture, and, withal, desire for improvement. Upon these as a basis rises, with time, a superstructure of excellence. Our path, then, is plain; we have only to walk worthily therein. We are to speak words of encouragement here, words of praise there: we are not even permitted to keep silence when we may with our aid, feeble though it be, assist endeavor.

Far from every noble mind must be that ambition which would elevate itself by degrading others; far must it be from the worthy ambition of a teacher to detract in any manner from the professional reputation of his colaborers. Let us not, indeed, be satisfied if others do *better* work than we; if others work hard, let us work harder, if need be, that we may hold our own in the race for excellence. Let us rejoice whenever, any where, we find indications of more than ordinary power: rejoice for the schools; rejoice for the pupils; rejoice, if in our natures lurks any grain of selfishness, for ourselves,—since with the interests of every teacher are bound up the interests of every other teacher. We are not what our profession makes us, but what we make our profession. Above all, let us be no partisans; let us adopt no sentiments of cliques, however influential; let us stand as individuals, as well as units of a grand total, and as individuals let us be the exponents of broad views, of generous toleration, and of Christian charity.

*St. Louis Normal School, Nov. 15. 1872*

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## THE SECTS AND THE SCHOOLS.

D. L. LEONARD.

It is assumed that the various denominations of which the Christian church is composed can set forth a good and sufficient reason for their existence, can fairly establish their right to live. Since each

one of them gives prominence to some phase of gospel truth and emphasis to some Christian virtue or element of Christian life, the world can not spare them just yet, and so they are likely to continue. Denominational preference and zeal within certain large limits are advantageous to Christianity, and ought not to be extirpated, but only trained and directed. It is also assumed that the common-school system is one of the ripest products of human experience, is essential to the perpetuity of a free government, and that if it be destroyed anarchy and disaster irretrievable will ensue to our land. And this fact is sufficiently evident. A certain rivalry and antagonism exists between the sects and the schools. Their aims and methods are quite unlike. Much of what one, from a law of its nature, endeavors to accomplish, the other as constantly seeks to undo. Just in proportion as a denomination has vigor, confidence in its superiority and infallibility, or *esprit de corps*, it is almost certain to look with a jealous eye upon the public schools, which are unsectarian of necessity, and will hardly fail to undertake to supplement or even to supplant them with others, where instruction shall be made to square with the catechism. Romanists, who have no doubt that 'we are the people, and wisdom will die with us', are in the forefront of the crusade against what they fear, with reason, threatens to bring their ecclesiastical structure to the dust. And yet, strange to say, this mutual jealousy and interference tends to mutual health, and ministers to human weal. While the sects keep up a much-needed discussion, watchfulness, and variety of form and tendency, the common-school system is a bond of union. Having all things common in school through childhood and youth, the members of society can not be made by sectarian influence altogether unloving and unsympathetic in adult years.

But, as if to make far worse a matter already sufficiently bad, we are all yet in the muddle consequent upon the transition in progress from the old, in which all things, religion included, were taught by authority, to the new, in which the earnest endeavor is to reduce every thing, religion not excepted, to the canons of reason and common sense; or, from the old, in which the great aim was to maintain the form of religion at all hazards, church and state being united, churchmen at the head of affairs, and education in the hands of the priesthood, to the new, in which it is sought to keep alive the divine spirit of the gospel with little care for form, or alike under numerous and ever-varying forms. Government and education are quite effectually secularized. Some, however, even yet, are not divested of the idea that the state should largely interfere in things spiritual, should

see to it that all men get to heaven, *nolens volens*; while over against them are those whose pet notion it is that, in order to be truly unsectarian, the state must be to all intents and purposes anti-christian and atheistic. Many insist that, if their denominational tenets are not made a part of the course of study, then the blackness of darkness is at hand; but many others dwell in such mortal fear of sectarianism and priestcraft, they would rather the schoolmaster should swear than pray before his girls and boys, quote Paine than Paul, talk up Buddhism than Christianity, and would have no idea touched upon that had ever been within a league of the New Testament. So, on the one side are ranged in battle array the theological war-horses, the ecclesiastical politicians and pettifoggers with their followers, each one of whom can demonstrate, on short notice, to his full satisfaction, that his part is equal to the whole; and on the other, the reckless, the epicurean, the sentimentalist, and some better than these. One charges that the schools are infidel, and the other grows red in the face whenever he remembers that they are too pious by half. Hence, there is the rock, and here is the whirlpool. Fortunately, however, these extremists on both sides, who can not by any means be mollified or placated, are but few by comparison, though extremely noisy and truculent. All this tribe we may lawfully fight, if only just for the fun of the thing, smiting them hip and thigh with fact, logic, and rhetoric, making it as hot and sulphurous for them as possible, having no hope, though, of reducing them to silence or to reason. As for the mass of the people, we may be sure that, such is their intelligence, they do not and will not confound sect with system, their conceptions of truth with truth itself, nor mistake the fraction for the integer, the member for the body; and also, that, such is their esteem for Christianity, they will not consent to see it ignored or impugned in our educational system.

And, moreover, the Lord, who makes the wrath of man to praise him, has a use for the radicals, whether of the left wing or of the right. In the case under view, for example, through the instrumentality of our brethren of the Romish church and of their imitators, he points out a serious defect in our school management, and a dangerous heresy in our notions as to what constitutes a proper education for our youth. Their charge is too well grounded that the public school is commonly a seed-plot of infidelity and immorality, by being not only non-sectarian, but non-religious, and even unchristian. The Bible is often so read as to destroy all reverence for its teachings. Prayer, if offered, is from those to whom it is by no means 'vital'

breath' or 'native air'. The spirit prevalent in the place is apt to be in its tendency fatal to religious character; or at best, the teacher's only endeavor is to aid the pupil in mastering the multiplication table, the orthography of baker, the difference between a noun and a verb, and to see to it that he can bound Illinois, and determine the value of  $x$  and  $y$ . The community, in employing him, considered only his fitness to perform such tasks, and is satisfied, if in respect to them he is passably faithful. That is to say, though the perceptions, the memory and the judgment received careful training, the heart and the conscience were suffered to run wild. No thought was given to the need of moral self-knowledge and self-control, to purity, honesty, faith, reverence, charity. Or, intellectual stimulus was imparted, but no spiritual tonic, though any education which leaves out piety, or the soul's needs, is an acquisition dangerous to its possessor and to society. Its aim should include the health and culture of the whole being, the production of character of the highest type, complete manhood and womanhood. If the better part of human nature is left unfilled and desert, then it is more than likely, such is the inherent religiousness of men, and such their regard for the precepts of the gospel, that, in mingled disgust and despair they will be ready to consign the schools to the care of the sects.

Then we are certainly as much indebted to the other company of malecontents, for keeping constantly before our eyes the enormity of compelling honest and virtuous citizens to pay for the privilege of having doses of obnoxious religious sentiments crammed down their throats, and to endure an annual tax in order to behold their little ones indoctrinated into what are to them damnable errors. Of course the school may not do that which in the family or the church is innocent or perhaps obligatory, by

"Reasoning high  
Of providence, foreknowledge, will, and fate,  
Fixed fate, free will, foreknowledge absolute"

But, as a rule, the dogmas that divide the denominations are not essential to Christianity, belong not to the substratum but to the surface, the phenomena. And in the common school may be taught what is common to the sects, that on which all agree. In a Christian country, the prime facts and principles of the New Testament may justly claim a place, unless it be in individual communities where heathen or pork-loathing Israelites raise protest. If the sects can not agree as to what is form and what substance or on what may be said and done in the school-room without offense it is surely high

time they could: they have a problem on hand they would better be setting their wise men to solving straightway. If it be forbidden to touch at all upon the theory of piety, yet all is not lost, for the practice of piety may be urged. If the learned and unctuous clergy alone have any business to dabble in dogma, why, let them have speculative religion all to themselves, while the lowly pedagogue does but seek with might and main to advance applied religion—that is, duty to God and duty to man. There is some reason to hope the day is not very remote when Christianity shall be esteemed as, above all things else, an inspiring, elevating, renewing, all-conquering spiritual force,—this far more than a profession, or a creed: a life fed by truth, indeed,—truth as it is in Jesus, in nature, and in experience,—a life maintained by religious institutions, and rites and articles of faith carefully prepared and well expounded. And with such a force as this swelling and swaying within the teacher, the Psalms and the Gospels and the Epistles transformed by the magic of goodness into heavenly virtue, and moulding irresistibly plastic character into its own fair image, the sad and imperiled world will wag on some centuries yet, and be not altogether bad.

## THE FIRST YEAR OF SCHOOL.

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DELIA A. LATHROP.

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IN a previous article under this title, it was stated in substance that the work of the first year of school is a preparatory one: that of putting children in the way of observing carefully and methodically; of setting in order the knowledge they have before entering school; of leading them to tell what they know in good language, easily, naturally, and gracefully; as well as to teach the rudiments of reading, spelling, and writing. They are to learn to submit to restraint; to act in harmony with others; and to be obedient to authority.

How is this to be done? The especial methods of teaching reading and spelling it is not in my present purpose to discuss. I propose in this paper to speak particularly of the general school work which has a special bearing upon the development of the character of the child.

One of the most profitable exercises for the first year of school is the reading of stories by the teacher. They may may be short sto-



ries, finished at a single reading, or longer ones divided into several parts. But let it be distinctly understood that the exercise is not to be merely for amusement. The teacher is to make the story read by question and comment; the children are to repeat it in parts until familiar with it, and finally to tell the whole of it without help. This will lead many of them to relate incidents of their own experience. If any one doubt it, let her read a story about a remarkable dog to a room-full of children, and then have it so repeated until they apprehend it fully, and see if fifty per cent. of the class have not anecdotes as remarkable to tell of their dogs.

Let us see what such an exercise might be made to accomplish. One thing that it may be made to do is to fix the attention. A man who has not learned to put his whole mind upon the thing in hand is not in the way to make the most of his time or his abilities. Children upon entering school have almost no power of concentration. This, like every other ability, is to be developed by exercise only. So the teacher who allows a school exercise to go forward without the attention of the class is making the faithful performance of school work more and more impossible. What was at first only inability to command the attention comes to be a habit of inattention; and habits strengthen with every indulgence. So every school exercise should be planned in matter and length so as to hold the class to its end. This one does this as almost nothing else can. It awakens, and leads to the desire to express, the ideas the child already has, and helps him to language to express these ideas. It gives him confidence in the presence of his classmates and teacher. It encourages him to learn to read that he may find the contents of books for himself. All this besides any direct lesson the teacher may draw from the story and impress upon the school.

It may be urged that not all primary teachers know what stories are perfectly adapted to primary classes, and not all know how to read them well that can find them. If this were true, it does not invalidate the practice. It would not do so if every teacher should fail. But every earnest teacher, who is studying to do the best thing she can, will succeed in this if she undertakes it.

Drawing is also a profitable exercise for this year—not on account of what the children learn of the art, for that is very little—but for the discipline it gives. It requires careful attention. It demands exactness in observation and execution. Carelessness and indolence are discoverable at once, and can be shown to be carelessness and indolence. Again, if children are taught inventive or constructive draw-

ing, judgment and taste are developed in making new combinations of lines and angles, and in their suitable arrangement.

Writing puts pupils in possession of a valuable aid, in getting lessons, or, rather, in keeping things learned. It is of great value in teaching spelling, which assists in learning to read. It also serves an excellent purpose in the Object Lessons.

Gymnastics are invaluable. They are not only a rest, but they are a wonderful means of culture. They cultivate a love of order, and inspire with self-respect. Is it Lord Macaulay who says, "If you can do but one thing for a boy, let that that be to make him graceful in movement"? Put a boy in full possession of his physical powers, and you have done much toward making a man of him.

And last, though not least, the work of the first year is to be accomplished by Object Lessons. I am disposed to make a broad way for Objective Teaching; it should be first, last, and intermediate. There are very few students who get beyond its necessity. This is forcibly illustrated by Mr. Tyndall's lectures in this country. If he, a man who knows his subject from centre to circumference, talking to the savants who have been listening to him, needs lamps and screens and blackboards, iron-filings, magnets and plates, what does not the teacher of little children require to keep them interested and attentive? One would think that he, if any body, could afford to talk in learned abstractions to such learned and thoughtful listeners. But he does not do it, because he is the great scientist Tyndall, and knows better.

But in the early stages of school-life there is even more than this demanded. The range of the ordinary lessons is narrow, and almost no where touches the child's out-of-school life. But the two lives—in and out of school—should come in contact and influence each other. Both will be the better for it. Reading in its elements must be largely mechanical—an exercise of memory. This drudgery must be done before arriving at its delights. There is little pleasure connected with any of this work during the first year. It is not till the mechanical part of reading costs no effort that it becomes a positive pleasure to read. Writing and drawing afford no scope for using the past experience of the child. One of the secrets of a good Object Lesson is to make it as suggestive as possible of all the child already knows that stands related to it, and to work through it to broader generalizations and new terms. The comparative process is the thought process, and is all of it. In these lessons such a direct appeal is made to the faculty of comparison that the intellect is aroused to its

best work. The Object Lesson does for the child what the syllogism does for the logician. It is true that all that is stated in the conclusion is predicated in the major premise. Nevertheless, the conclusion is a new truth, because the major term was not known in all its comprehension. So the child knows that this is cotton or that is bread; but he does not know, until you assist him in a process of analysis, how much the terms cotton and bread mean, neither has he thought to compare cotton and wool, or bread and sponge, to note their resemblances and differences.

An Object Lesson, to do the work that should be done by it, is not to be an isolated performance. It must be a link in a chain—it *must fasten to something at both ends*. It may be one of a series of oral lessons, or may be given to introduce or to illustrate something taught in the books. It may always be profitably made the basis of a composition exercise. Teachers have been wont to attempt to gather figs of thistles in this exercise, and have failed as signally of a harvest as would one in the literal quest of fruit from such unpromising source. Comparatively little can be done in written work the first year, and yet a good beginning can be made. Children can at first write only the name of the object upon which the lesson is based; then several leading words, names of qualities or uses, may be written; and after, short sentences. Before the end of the year several sentences will be written,—first copied from the board, then written independently. I would have these lessons, from the beginning, followed by a written exercise, and as soon as possible let it be a synopsis of the entire lesson.

If these lessons are given methodically, the child comes unconsciously to think and write methodically. We some times undervalue the power of habit in education. The *how* is as important as the *what*; nay, often much more so. A boy with his powers all at loose ends and his knowledge a hap-hazard accumulation of facts is as helpless to produce effects by either as the driver of a team untrained to pull together at command. When the Object Lesson is made the centre around which all the knowledge of a given kind is grouped and properly arranged, the pupils are put in a fair way to add to it and that to purpose.

I am aware that Object Lessons are said to do just the thing I deprecate. They are said to weaken the mind by bringing to it what it should go out and get for itself. They are said to stultify by launching into the minds of pupils masses of facts that, having cost no effort, are never moored, and so are easily swept out again by the successive les-

sons. Nothing worked for, nothing digested, nothing assimilated, and so, weakness the conclusion of the unprofitable process. Better keep to the multiplication-table. True. If bread by unskillful making is rendered indigestible and innutritious, it is harmful, and better be let alone. Keep to vegetables. But who denies the possibilities of bread because some times made badly? The character of mind being known, the science of education is not an inductive science. The basis truths of education are established deductively. And because some teachers do not know the possibilities of their work, or have not skill to compass them, shall psychology and logic be held to be failures to shield them from the imputation of incompetency?

The first years' school work is a great one in the child's life. Beginnings are always great,—not in themselves, possibly, but in their causal relations. It is often undervalued and the worker disesteemed, because, in the very nature of things she can not show on paper, in an examination, its results. The work of these teachers is to stake out lots, to clear away obstructions, to dig cellars and to build foundation-walls. They get scarcely to the surface with their work, so that the world sees them, before others take it up and build grandly in the sight of men, upon that on which they have bestowed no labor. But, if the buildings stand firmly, it is because the first workers wrought well. But let them take this word of warning. If they begin not having studied the plan, and so work ignorantly and unprofitably, because their work is so nearly out of sight, they must claim no honor in the doing of it.

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## OFFICIAL DEPARTMENT.

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DEPARTMENT OF PUBLIC INSTRUCTION,  
*Springfield, Ill., Oct. 21, 1872.* }

1. *The School Month.*—The 54th section of the new school-law provides that "the school month shall comprise twenty-two school days actually taught."

Saturdays and Sundays are not 'school days'. In a year there are 104 Saturdays and Sundays; leaving 261 school or teaching days. One-twelfth of 261 is twenty-one and three-fourths. Hence, there is not an average of twenty-two school days in each of the twelve cal-

endar months of the year, and it is not to be supposed that the legislature intended to require teachers to teach either on Saturdays or Sundays, and to make up the lack of twenty-two school days in any given calendar month from the school days of the succeeding month. In most of the respective months there are twenty-two school days, but not in all. If a teacher teaches all the school days in any entire calendar month, or all the school days from a given date in any month to the same date in the next succeeding month, he will comply with the intent and meaning of the law. These instructions apply where teachers are employed for a certain number of months, at so much per month, and nothing is said in the agreement or contract as to the number of days that shall be taught for a month. In other words, in the absence of any special agreement or contract on the subject, the legal month, as above defined and explained, is to be understood.

But the definition of 'school month' in section 54 refers mainly to the word 'month' as used in sections 43 and 48. The chief object is to fix and determine the number of days of actual teaching necessary to entitle a district to its proportion of the public funds. In this respect, the definition of 'month' in section 54 must be strictly construed. Every district must have at least one hundred and ten days of actual teaching, each year. So that this necessary condition is complied with, directors and teachers may enter into any agreement or contract that they choose, with regard to the number of days that shall be taught for a month, and in respect to holidays, etc. Directors may pay their teachers by the term, by the month, or even by the week or day, if they see fit, and may enter into any agreement they choose in respect to vacations, holidays, etc., but must see to it that at least one hundred and ten days are actually taught during each and every school year.

Hence the importance of a full understanding beforehand, between teachers and directors. There should always be a written agreement, signed in duplicate by both parties, in which every material point and condition shall be specified. Teachers who omit this simple and reasonable precaution have only themselves to blame, if they get into trouble about their time and pay.

2. *Holidays*.—Section 54 further provides "that teachers shall not be required to teach on legal holidays, thanksgiving or fast days appointed by state or national authority."

The 'legal holidays', in this state, are the first day of January commonly called New Year's day; the 4th day of July; the twenty

fifth day of December, commonly called Christmas day; and any day appointed or recommended by the Governor of this state, or by the President of the United States, as a day of Fast or Thanksgiving. [Gross's Statutes, 3d edition, page 463, § 15.]

Note, that only New Year's *day*, and Christmas *day*, are legal holidays, not the week between, also, as was allowed in the old school-law. Teachers may close their schools on each and all of said legal holidays; no order or permission from the directors or boards of education is required. If there was no previous agreement to the contrary, the days so lost must be made up, in accordance with the instructions of the first part of this circular, if so required by the directors. But by previous agreement, or subsequent consent of directors, teachers may be allowed the holidays, without loss of time or pay, as previously stated.

3. *Prior Contracts*.—Agreements or contracts duly made and executed between teachers and directors previous to the first day of July, 1872, may lawfully be fulfilled and carried out by the contracting parties, in good faith, and in accordance with the spirit and letter thereof.

4. *County Teachers' Institutes*.—The old school-law contained the following:

"When a teachers' institute is held in a county, school directors shall allow their teachers to attend such institute, if they desire to attend, and no reduction of pay or loss of time shall be incurred by the teachers so attending, for the number of days during which they were in actual attendance upon such institute, as certified by the county superintendent of schools: *Provided*, That when such institute is held during a term of school, such leave of absence shall not be granted more than once during any period of six months, nor for more than one week at any one time."

Teachers and all others interested, are hereby informed that the above provision is *repealed*. The law now in force contains no such provision.

5. *Unexpired Certificates*.—It is held that teachers' certificates granted prior to July 1, 1872, are valid for the time specified therein; but in no case can such certificates be *renewed* (except as provisional certificates), without a satisfactory examination in the additional branches now required by law.

6.

7. *Revenue Stamps*.—Under the provisions of an act of Congress, which took effect on the first day of the present month (October), all stamp duties heretofore required on school instruments are repealed. This includes the bonds of county superintendents of schools and of township treasurers; teachers' certificates on schedules, etc., etc. They are all now exempt. But all bank checks are still subject to a stamp duty of two cents each.

8. *Double Postage.*—By a recent change in the postal laws, if a letter or document is underpaid by the writer or sender, postmasters are required to collect on each of such letters or documents, before delivering, double the amount of short postage. Thus, if but one three-cent stamp is put on a letter requiring two, *six cents will be due* on such letter, and must be paid before it will be delivered to the person addressed. Correspondents of this office will please bear this in mind, and see that all mail matter is fully paid, by stamps, before mailing.

NEWTON BATEMAN, Sup't of Public Instruction

## EDITORIAL DEPARTMENT.

THE PRESIDENTIAL CAMPAIGN.—It is, we believe, generally conceded that the presidential campaign which has recently closed was one of the dirtiest that this country has ever been called to pass through. For misrepresentation, detraction, scandal, personal abuse, and downright lying, we doubt whether it has ever been equaled, and may it be long before we look upon its like again. In any of our political canvasses enough can be found that is discreditable and untruthful, but in the one just passed there was little else. Both parties seemed to feel that not much real principle was at issue in the campaign, and hence each expended all its energy and ingenuity in endeavoring to picture its opponents in the darkest possible colors. We know that it is often said, in palliation of all this calumny and abuse, that nothing is really meant by it, that it is all to be taken in a *Pickwickian* sense, and that the people understand it and make due allowance for the exaggerations of an exciting canvass. But suppose that in some one of our quadrennial wrangles a real monster of wickedness, actually as bad as these heated partisans have been representing their opponents to be, should enter the lists for the presidency, what is to be said then? The vocabulary of denunciation has been exhausted against decent and respectable men. The cry of 'wolf' has been raised too often, the public ear has become deaf to these notes of alarm, that have so often been sounded to deceive, and the public conscience can not be aroused, now when real danger is threatening the republic. We trust that the day is far distant when half that has been said against the party leaders of either side can truthfully be said of any aspirant to the presidency; but when that day does come, we shall be indeed unfortunate if we find that our words of warning are deprived of all meaning.

Slander, however, is not confined to political contests. It is one of the most common vices of our social life. Its cause is to be sought elsewhere than in the excitement of a presidential campaign and the recklessness of political partisanship. The remedy must be applied back of party organizations and unscrupulous office-seeking. This is one of the few evils the origin of which we have not yet seen traced to our public schools; and still, may not the school do something even

here? A greater love of truth and justice may be inculcated, and a more intense hatred of injustice, and of whatever maketh a lie. Both by precept and by example, the child may be taught to abhor the practice of speaking evil of others. "Finally, brethren, whatsoever things are true, whatsoever things are honest, whatsoever things are just, whatsoever things are lovely, whatsoever things are of good report; if there be any virtue, and if there be any praise, think on these things."

**VENTILATE.**—Why not? There is pure air enough, just outside, that may be had for the asking; and yet, how many of our school-rooms are reeking day after day with the poisonous filth sent forth again and again from the lungs of two or three scores of pupils, and with the no less poisonous and filthy exhalations from uncleanly clothing and uncleanly persons. The teacher enters the school-room in the morning, when the air is comparatively pure, and the constantly-increasing impurity blunts the senses, and so is not perceived. The air becomes charged and surcharged with noxious matter, teacher and pupil grow dull and listless and irritable, the head aches, and the work of the school drags wearily and drowsily on. By and by it is discovered that the seeds of disease have been sown, and another recruit is added to the great army of broken-down teachers.

Unventilated school-houses are one of the crying evils which the friends of popular education should strive to remedy. Why, fellow teacher laboring in one of these dens of foul air, did you ever stop to think what you are taking into your lungs day after day? Father or mother, do you know what kind of an atmosphere your child is living in at the school? The air that he is breathing has repeatedly been down into the lungs of thirty or forty of his schoolmates, and each time has been reënforced with a fresh supply of decaying matter, until it is loaded with poison which can not be taken into the system without at least seriously weakening the vital forces. Such a state of things should not be suffered to continue, if there is any help for it. But what can be done? Much can be done. In the first place, there are now to be had, at reasonable prices, stoves and furnaces of a variety of make, with which pure air may be introduced warm into the school-room, and the foul air may be removed through a shaft by an opening at the floor. No school-room is fit to occupy without some such arrangement for securing ventilation,—certainly no new school-house should be erected without something of the kind. But parsimony says that all this costs. Yes, it does cost; it always costs to live and be decent. If cheapness is the one desideratum, the true way would doubtless be to warm the room and then close it up as tight as possible, and let the pupils breathe the air over and over until it needs warming again. It is true that ventilation costs, but the doctor and the undertaker and the lot in the graveyard cost, too, and the question is which is the best investment.

But if no such provision for ventilation can be secured, something may still be done toward making the school-room clean and healthful. The floor and walls may be kept free from any thing that will contribute to the impurity of the air. Something may be done in the way of enforcing personal cleanliness upon the pupils. Where the conditions are such as to render it possible, a window may be lowered a little from the top on one side of the room, and another window raised a little from the bottom on the other side. At the recesses and at noon, and often-er, if need be, the windows may be thrown open from the top and the bottom, and the pure breezes of heaven invited in to drive out the accumulating stench and nastiness. At any rate, with these miles of life-giving air above and around us, let us not kill ourselves and murder the innocents with the villainous compound so often found in our school-rooms.



**EVENING SCHOOLS.**—The season of the year is now upon us when evening schools should be opened in our larger towns. Into these schools may be gathered a class of persons that can be reached by none of our ordinary educational agencies. We know of no instance in the state where the experiment of evening schools has been tried and proved unsuccessful. In fact, their success has, we believe, in every case, exceeded the most sanguine anticipations of those who have interested themselves in them. Galesburg was so well pleased with the result of the experiment last year that it has been decided to try it again this year, and the evening school is already open and flourishing. Peoria, for the first time in her history, opened one about the middle of November. Seventy-three were in attendance the first evening, eighty-four the second, and one hundred the third and fourth. The school is in charge of two of the grammar-school teachers, Mr. Pillsbury and Mr. Wilson. It meets in the high-school building, and the pupils are orderly, earnest, and interested. We trust that similar schools will be organized in other towns.

**THE STATE ASSOCIATION.**—The teachers of the state are to hold their annual meeting at Springfield, on the 25th, 26th and 27th of December. The programme of exercises will be found elsewhere in this number. Springfield has been selected as the place for holding the meeting on account of its central location, its accessibility, and the excellent accommodations which it furnishes. Every thing promises a successful gathering, and we hope to see a grand rally of the teachers and friends of education throughout the state. By the division into sections a part of the time, teachers of all grades will be able to find something specially suited to their respective wants, while in the general sessions subjects interesting to all will be discussed. Let us go to Springfield, with the purpose of contributing, each his share, to make this meeting of the association a pleasant and a profitable one.

**DEFICIENCIES OF COLLEGE STUDENTS IN ENGLISH.**—The following, from an article by Prof. Moses Coit Tyler, in the Michigan Teacher, on the requirements in English for admission to Michigan University, it may do us all good to read, ponder, and inwardly digest. So far as the arraignment relates to the prevalent carelessness of speech among our people, we presume that the most of us will be compelled to plead guilty in a greater or less degree. So far as it relates to the condition of things in our colleges, we know that the picture is not overdrawn, unless there has been a vast improvement in this respect within the last twelve or fifteen years. Prof. Tyler might have gone even farther, and shown that not a few of those who pass through our colleges come out as lamentably deficient in many of these elementary principles of English speaking and writing as the undergraduates with whom he has been laboring. If any one doubts on this point, let him take the testimony of any intelligent printer who has had much experience in working from manuscript furnished by college graduates. We are glad that our higher institutions are waking up to the importance of this matter. It is to them that we must look for the remedy of much of this evil which is here depicted. If they abhor bad writing, spelling and pronunciation in sophomores and juniors, let them refuse to tolerate such things in freshmen. These 'flagrant faults' will disappear from college halls just as soon as the college authorities so determine. When it comes to be understood that spelling is among the requirements for admission to the Michigan University, Prof. Tyler will search in vain through sophomores' essays and juniors' speeches for any such 'glittering gems' as these which he has displayed before us. Let the colleges of the land insist upon a thorough knowledge of the elementary branches as a prerequisite to college membership, and the beneficial effect of such a requirement will be felt all the way down through the differ-

ent grades of our lower schools. We rejoice that these higher institutions are showing a disposition to extend their requirements in this direction and to demand more strenuously than heretofore that the student shall lay the foundation before completing the superstructure.

"That need which underlies and includes all others is the need of a *conscience* in the use of our mother tongue; and next to that, of a *pride* and an *ambition* in the matter. Before I can make any headway with pupils, I must get them to displace the grammatical and even moral recklessness which permits them, without remorse or shame, to use slang to violate the laws of relation between words, to blunder in spelling, to pronounce words with the accent and brogue of American provincialism, and finally to prepare manuscript in ignorance and disregard of the literary proprieties.

"There is a stateliness in the name University, which is apt to impose upon us with the beautiful hallucination that, because a person is inside of so august an establishment, he must certainly be a master of these rudimental and alphabetic subjects. But this is a sphere in which all illusions are barriers to improvement; and I can think of no better way in which to inform my fellow teachers of the real condition of English culture among our students than to give them some samples of the orthographic curiosities which I collect, from week to week, in the essays and speeches which are laid upon my desk. Here are a few gems which I found glittering in essays written by sophomores: 'axidental', 'wrot iron', 'meny', 'scientific', 'tital', 'imoral creachers', 'oppertunities', 'lucrative', 'merchantile', 'the vast pararies of the west', 'togather', 'together', 'has to pas', 'perhapse'.

"I assure my readers that, though the above specimens are gems, they are by no means rarities with us. Indeed, the fields referred to are so rich in this form of treasure that in almost any batch of a dozen essays brought in for examination I could promise to find jewels quite as many and quite as brilliant. One year I had the curiosity to see what I could collect of this kind from the speeches carefully prepared for Junior Exhibition by members of the classical section of the class then in the third year of its course; and this was the luck I had: 'ageant', 'unintelligible', 'contrairy', 'plausable', 'Cipio Africanus', 'clowd of darkness', 'faverite'. I will add that the samples now given were taken from the writings of students who have been since graduated; but that the supply is still apparently as abundant as ever.

"What have we a right to infer, with reference to the state of English culture in the University, from the fact that in every dozen essays written by our students can be found so many and such gross examples of neglect? May we not conclude that, if the students are capable of such outlandish pranks in spelling, they will be equally heedless in the choice and combination of words, in pronunciation, and in the mechanical execution of manuscript? If it were necessary, I could support the implication which this question suggests by documentary evidence that would be simply overwhelming.

"Such, then, is the present state of English culture in the University. It is not meant that every student is addicted to every one of these faults in the writing and spelling of English; but it is meant that there is among us a prevalent laxness in our habitual speech in all these directions, and that the most flagrant faults are common in spelling, pronunciation, the selection and association of words, and in their transcription.

"And for all this, who is to blame? Truly not the students alone, or even chiefly. Were they alone responsible for it, it is not before this tribunal that I should bring the indictment; but rather, and only, before themselves. They will bear me witness that in their presence I have not been reserved in my communications upon the subject. I lay the case now before the public, because the public is more to blame for the present degradation of English culture than the particular persons above referred to. The latter are but the victims of the general state of things; even as they are the illustrations of it. In other words, the fault is in the present mood of the English-speaking race,—in its ignorance of its own language, in its languid appreciation of that language, in its treasonable preference of a little bad French or bad German to any amount of good English; and, as a consequence of this, in the defects of our system of popular education, in the frigidity and repulsiveness of our methods of teaching English, in the dearth of good models at our firesides, and in the vulgarity and barbarism of the words to be heard in our streets and to be seen in our newspapers."

THE NORMAL UNIVERSITY.—Our State Normal University completed its fifteenth year last June. At the last annual commencement, President Edwards—ten years having elapsed since his accession to his present position—delivered his decennial address. By order of the Board of Education, this address has been published, and it comes to us in a neat pamphlet of twenty pages. It is an interesting document, and possesses a permanent value as giving the history of the institution during the past decade. We give some extracts that may interest our readers.

"Since the founding of the institution, there have been in the Normal School, for a longer or shorter time, 2617 pupils, making the admissions on an average  $174\frac{1}{4}$  per year. But for the last two years the admissions have averaged  $266\frac{2}{3}$  per year. In the Model School the total attendance has been 2626."

"It is worthy of notice that whatever of influence,—of power, or of good,—the institution has attained, has been secured without those outward aids that are usually considered so necessary. So far as I know, not a prize has ever been given in this institution for any exercise whatever,—unless, indeed, you call by that name a thorough preparation for the work of teaching, by which the prize of success is secured. Our diploma is only awarded after a long-continued, laborious mastery of a certain amount of work,—a much greater amount than is usually demanded of teachers. But that diploma has no more legal force than so much untanned peltry. No county or state superintendent is directed by law to honor it by granting a certificate of any grade to its possessor. The finest scholar that ever stood upon this platform is liable, with his parchment in his hand, to be examined and rejected by some county superintendent of limited attainments. We have never asked the legislature to come to our aid with an injunction upon the examining officers, directing them to count our diploma as worth something.

"And I have yet to see any reason for regretting this fact. I shall be sorry to see the day when our pupils shrink from any reasonable examination. And let it not be forgotten that our diploma has a value,—a value greater and more honorable than all the laws in the statute-book could impart to it. The slightest certificate from this institution has, I am often assured, a power, but it is a power that depends upon moral qualities,—upon real worth,—and not upon the compulsory provision of a legal enactment. I do not mention this for the purpose of condemning these artificial helps to pedagogic locomotion. But I desire to state the fact that the Normal University has moved thus far without them, and that it has not lacked for company on its march."

"It is not improper to notice at this time the cost of this institution to the people of Illinois. This is, to say the least of it, much less than is often supposed. In the last Report of the Board of Public Charities, it is stated that the education of every pupil taught here, up to the year 1870, had cost \$195.35. But there is an error in the calculation. In estimating the cost, every thing is, in the report, charged against us,—appropriations made by the state, subscriptions by individuals,—and that for all purposes,—building, salaries, books, and all besides. To this is added the amount received in tuition fees in the Model School. Now, to get the cost per pupil, this aggregate of \$407,117.45 is, in the report, divided by 2084, the number of pupils up to July, 1870, in the Normal Department only, in stead of 4444, the number in both departments up to that time. The true cost per pupil, on this basis, is \$91.61.

"But surely another view of this may be taken. The question of most practical importance is, 'How much has the school cost the state?' Not that we would deny the propriety, or even the necessity, of reckoning and accounting for the money obtained from other sources; but it is certainly proper to consider what sort of an investment this institution has been to the commonwealth.

"All the money ever received from the state up to July, 1870, was \$279,740.63. This includes every dime of money ever paid from the state treasury to this institution up to that time. But the property now belonging to it, and owned by the state, is worth \$312,000. That is, the State of Illinois has by this enterprise secured for nothing all the instruction imparted here, and made \$32,259.37 besides. And indeed, the gains have been much greater than this, for the value of the Museum, now the property of the state, is not here counted.

"Taking what has been paid out for current expenses since 1857, including receipts from Model School, we find the amount to be \$203,591.32. Dividing this by

4444, the total number of pupils up to 1870, we have \$45.81 as the average cost per pupil. Assuming the average attendance of pupils to be  $4\frac{1}{2}$  terms each, as it was found to be from an examination of 434 cases taken at random, we have as the expense for instructing each pupil here, including cost of fuel, janitor's salary and expenses, books and stationery, occasional repairs, expenses of members of the Board, etc., \$10.18 per term."

**ILLINOIS MUSEUM OF NATURAL HISTORY.**—We invite the attention of the friends of education to the following circular, which has been handed us for publication. It will tell its own story, but we would urge the teachers of the state to lend their aid in making this collection, already quite extensive, as comprehensive and complete as possible.

"The officers of the State Museum of Natural History take this method of calling attention to the collections under their care. These have now been thoroughly arranged and organized with special reference to the convenience of students; and large additions have been made to the Library, both of general scientific works and of those containing descriptions of species.

"Mineralogy, Geology, Conchology, Botany, and Ornithology, are represented by full and valuable cabinets, and measures have been taken to enlarge the already respectable collections in Entomology and general Zoölogy. The Chemical Laboratory connected with the Normal University will soon be refitted and supplied with abundant apparatus, and will be opened to all who wish to make a special study of Chemistry and the allied branches.

"Named sets of specimens will be supplied to schools and public institutions as fast as possible; and, to this end, contributions are solicited from all parts of the state. For the sake of more exactly defining what is required, it may be said that any of the following objects will be acceptable: 1.—Minerals, Rocks, Petrifications, and Fossils; 2.—Shells, Land or Water; 3.—Insects, Snakes, Turtles, Lizards, and Fishes; 4.—Birds and their Nests or Eggs; 5.—Bones or Skins of Animals; 6.—Pressed Plants, Seeds and Seed-vessels, Woods, Mosses, Lichens, and Fungi.

"The Museum is for the free use of the people of Illinois, and every needed facility and assistance, in the way of books, specimens, and instructions, will be afforded those who wish to avail themselves of it in studying our Natural History.

"It is believed that nothing is now needed but the zealous coöperation of the friends of education to make this one of the most efficient educational forces in the state.

S. A. FORBES, Curator Museum.

"Normal, Ill., Nov. 15, 1872."

### MONTHLY REPORTS FOR OCTOBER.—

TOWN OR CITY.	No. of Pupils Enrolled.	No. of Days of School.	Average No. Attending.	Av. Daily Attendance.	Per cent. of Attendance.	No. of Tardinesses.	No. neither Absent nor Tardy.	PRINCIPAL OR SUPERINTENDENT.
Chicago	17288	20	15919	15059	94.6	.....	.....	J. L. Pickard.
Peoria	2355	20	2189	2050	93.6	141	.....	J. E. Dow.
Decatur	1586	20	1458	1385	95	208	710	E. A. Gastman.
Lincoln	905	19	711	632	86.9	602	179	Israel Wilkinson.
Macomb	636	20	597	565.2	91.5	96	317	M. Andrews.
West and South Rockford	1162	18	1072	983	92	214	301	(J. H. Blodgett. O. F. Barbour.
Princeton	578	22	552	531	96.4	66	250	C. P. Snow.
Polo	514	20	475.7	442	92.9	30	280	J. H. Freeman.
Pekin	742	20	651.8	631	96.9	171	.....	George Colvin.
Shelbyville	540	20	485	431	89	200	146	Jephthah Hobbs.
Rochelle	340	20	318	303	95	32	161	P. R. Walker.
Dixon	491	26	428	398	93	365	100	E. C. Smith.
De Kalb	263	23	250	231	93	192	60	Etta S. Dunbar.
Lexington	303	23	275	259	94	199	80	Daniel J. Poor.
Mendota	381	23	338	318	95.2	186	100	J. R. McGreggor.
Yates City	189	21	178	167	94	.....	109	A. C. Bloomer.
Lyndon	102	23	98	88	89+	32	36	O. M. Crary.

## PERSONAL AND GENERAL ITEMS.

DR. E. O. HAVEN has resigned his position as president of the Northwestern University, at Evanston, Ill., to enter upon the duties of Secretary of the Board of Education of the Methodist Church,—duties which involve the supervision of the plans of education of that church in foreign countries as well as in the United States. REV. C. H. FOWLER, of Chicago, has been elected Dr. Haven's successor at Evanston, and has already entered upon his new duties. Dr. Fowler was born in Upper Canada, in 1837, came to Illinois, with his parents, in 1840, and pursued his studies at Genesee College, New York. After graduating, he began the study of law, but soon abandoned it for theology. He is a young man with a brilliant reputation as a preacher, but with no experience as a teacher. Those who know him predict for him a successful career as a college president.

THE catalogue of the California State Normal School shows an attendance for the past year of 181, of whom 29 are young men, and 152 young women. Number in the graduating class, 17.

THE West-Virginia State Normal School reports an attendance for the last year—in the normal department, of 82; in the model school, 33; graduating class, 10.

THE third State Normal School of Wisconsin was opened, at Oshkosh, one year ago last September. The catalogue for the first year contains 314 names—173 in the normal department, and 141 in the model school. The course of study extends over three years.

THE catalogue of the Maryland State Normal School, for 1871-'72, M. A. NEWELL, Principal, reports an attendance of 162—134 young women, and 28 young men. The graduating class numbered 18.

THE report went the round of the papers, a while ago, that the best Greek scholar in Michigan University was a young woman. It appears, however, that this young woman in question was sufficiently educated before entering the university to be competent to fit young men for college.

MICHIGAN UNIVERSITY has 422 students. Of these, 194 are pursuing the Classical Course, 81 the Latin and Scientific Course, and 147 the Scientific Course.

THE Northwestern University, at Evanston, is said to have an annual income of \$25,000.

THE freshman class at Harvard numbers 198.

MR. SAGE, of Brooklyn, N.Y., has recently supplemented his other munificent gifts to Cornell University with a gift of \$30,000 for a university chapel.

DR. J. G. HOLLAND, widely known as an author and as the editor of *Scribner's Monthly*, has recently been appointed a member of the Board of Public Instruction of the City of New York.

J. H. MERLE D'AUBIGNE, well known as the author of the *History of the Reformation*, died, Monday, October 21, in Geneva, in his eighty-ninth year.

THE publication office of the California Teacher has been removed from San Francisco to Sacramento.

THE committee to select a site for the Southern Baptist Theological Seminary have determined to locate the institution at or near Louisville, on condition that

that city and the state at large contribute three hundred thousand dollars to its establishment.

At the late meeting of the Central Teachers' Association of Tennessee, one of the principal questions discussed was, "Will the establishment of an efficient system of public schools in this state benefit or injure private schools already in operation?" Suppose it should; what then?

GENERAL FRANCIS A. WALKER, who has been connected with the census bureau at Washington and has temporarily filled the office of Commissioner of Indian Affairs, has been appointed to the professorship of history and physical geography at Yale, in the place of Professor GILMAN, who has accepted the presidency of California University.

DR. WILLIAM A. CHANDLER has been chosen principal of the State Normal School at West Chester, Penn., *vice* Prof. E. H. Cook, who has taken charge of the high school at Columbus, Ohio, with a salary of \$3,000.

UNDER Napoleon III, France spent fifteen times more for the army than for education.

JAMES HADLEY, Professor of Greek in Yale College, died, in New Haven, November 14, aged 51 years.

THE Illinois Female College, belonging to the Illinois Conference of the Methodist Episcopal Church, was destroyed by fire on the evening of Monday, Nov. 18. Loss reported as nearly \$50,000; insurance, \$35,000.

GEO. S. WEDGWOOD, County Superintendent of LaSalle county, is reported to have absconded with several hundred dollars of the public funds. He is also charged with forging notes for the purpose of raising money. Mr. WILLIAMS, formerly Principal of the Farm-Ridge Seminary, has been appointed to fill the vacancy.

THE Congregational Society for the Promotion of Collegiate and Theological Education at the West held its annual meeting at Jacksonville, Ill., October 21. The financial report showed the receipts for the year to have been \$61,891, and the disbursements \$46,406, as follows: to Illinois College, \$1,250; Washburn College, Kansas, \$1,736; Olivet College, Michigan, \$3,074; Carleton College, Minnesota, \$5,000; Ripon College, Wisconsin, \$7,360; Berea College, Kentucky, \$27,986.

A VERY worthy young woman, a teacher in one of the schools in Pekin, Ill., was assaulted, not long since, by two termagants, for having punished an unruly boy of one of the assailants, a pupil in her school. A fine before a justice's court was too mild a punishment for such an outrage.

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## EDUCATIONAL NEWS.

### ILLINOIS.

GRUNDY COUNTY.—The teachers of Grundy county held a four-weeks institute, at Morris, in the month of October. Dr. Sewall and President Edwards, of Normal, were in attendance a part of the time, and rendered assistance by lectures and other exercises. Mr. N. C. Dougherty, of the Morris Classical Institute, also contributed to the success of the institute.

**KANE COUNTY.**—The teachers of Kane county held their institute in the high-school building at Elgin, beginning Monday, Nov. 11, and continuing four days. The work was done by the teachers of the county. The natural sciences received prominent attention. Tuesday evening was occupied with a discussion of the best methods of teaching language. Prof. Cummock gave select readings Wednesday evening, and Rev. Wm. A. Bartlett lectured on *Our Boys*, Thursday evening.

**KNOX COUNTY Teachers' Institute** convened in Galesburg, Illinois, on the 22d of October, and continued in session four days. The following persons conducted exercises: Prof. Hewett, of Normal, Philosophy, Geography, Phonics, Reading, School Government, and Theory and Practice of Teaching; Prof. Westcott, of Chicago, Zoology and Arithmetic; Prof. Thomson, of Abingdon, Grammar; Prof. Hurd, of Knox College, Physiology; Prof. Jordan, of Lombard, Botany; Sup't Christianer, Music and Primary-School Programme; Mr. Stickney, Orthography. Discussions in reference to the thoughts presented were offered by Messrs. Roberts, Swafford, Lucy, Bloomer, and Welch. There were present 150 teachers, who were prompt in attendance, and careful in attention. The matter presented by the instructors was *very* excellent, interesting, and *practical*. Resolutions of thanks to the people of Galesburg, the lecturers, and the superintendent, Mr. Christianer, were adopted. The entire session was one of great profit. Much of the energy and progress that mark the Knox county institutes and schools is due to the efforts of the county superintendent, and it is earnestly hoped that he may continue to hold his present office for many years.

**MCLEAN COUNTY.**—The Sixth-Ward School-house in Bloomington was discovered to be on fire Thursday, November 14, while the school was in session. The alarm was given and the engines were soon on the ground, but the fire had already been extinguished. Upon examination, it was found that mortar had been used in the place of a brick in the part about the furnace. This mortar had crumbled and fallen away, exposing to the heat a portion of a floor-joist, which had taken fire. The floor was torn up and the fire extinguished in a very short time, and with but trifling loss. The school was in session at the time, but the pupils were all sent out without any serious difficulty.....From some school statistics of the county furnished by Superintendent Hull, we learn that the number of children in the county between the ages of six and twelve is 17,659; number of pupils enrolled in the schools last year, 13,862; number of male teachers, 210; female teachers, 265, total, 475.....S. D. Gaylord, of Wisconsin, succeeds Mr. Etter as Superintendent of the Bloomington schools.

**STEPHENSON COUNTY.**—The Teachers' Association of this county held its session at Freeport, during Oct. 22—25. One hundred and thirty teachers were in attendance. Among others, the following resolutions were unanimously adopted:

*Resolved*, That we believe the office of County Superintendent to be one of great value, in its tendency to elevate and maintain a high standard in our profession, and that the present efficient incumbent is the *right man in the right place*.

*Resolved*, That we tender to our Superintendent, I. F. Kleckner, Esq., our hearty thanks for his efforts in securing the services of Dr. Sewall, Dr. Edwards, Prof's Metcalf and Snyder, Miss Hawkins, Mrs. Kleckner, and others, as our instructors, who, by their efforts, have made our institute a perfect success.

## ABROAD.

INDIANA.—The State Teachers' Association of Indiana is to hold its next session at Logansport, beginning the last day of December. A portion of the work is done in sections, of which there are two—the examiners and superintendents' section, and the collegiate section. Among the subjects to be discussed, we notice *Moral Training in the Public Schools*, and *How to Determine the Scholarship of Pupils with a view to Advancement or Promotion*, the former by Wm. A. Jones, and the latter by A. M. Gow, both of whom are well known in this state. *The Powers, Duties and Qualifications of County Superintendents*, *County Teachers' Institutes*, *What Shall we do with the Bad Boys?* *Compulsory Education*, *Township Graded Schools*, and other subjects of interest, are also to receive attention. Teachers "just over the line" are exhorted not to "stay away from this grand institute because they are afraid that they will not be recognized as Hoosiers"; so that if any of our Illinois teachers wish to run over to Logansport and see how they do things in Indiana, they are assured of a hearty welcome in advance. Our Hoosier friends appear to be wide awake and in earnest in school matters, and we congratulate them upon having one of the very best educational journals in the country, conducted by W. A. Bell, of Indianapolis.

MARYLAND.—The Maryland school-law, passed last January, provides for a board of county school commissioners in each county, to consist of three persons appointed by the judges of the circuit courts. In counties having over one hundred schools, five persons shall be appointed. They are to serve three years, and to receive as compensation not more than one hundred dollars a year on an average. The board of county school commissioners is to appoint for each school district a board of district school trustees, who are to serve one year. It is also made the duty of the county board to elect a county examiner, who shall not be a member of the board, and whose duties are substantially the same as those of county superintendents in Illinois. The salaries of teachers are to be fixed by the county board. The county examiner, who is also to act as secretary and treasurer of the county board, is required to devote his whole time to public school business, and is to receive such compensation as the county board may direct. A teachers' institute, to continue five days, is required to be held, during vacation, in each county, once a year. It is made the duty of the governor of the state, by and with the advice and consent of the senate, to appoint, at each regular session of the legislature, from among the presidents and examiners of the several county boards, four persons who, together with the principal of the state normal school, shall constitute the State Board of Education. One of the duties of this state board is to examine candidates for the office of county examiner.

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NOTICES OF BOOKS AND PERIODICALS.

(68) THE most noteworthy point of this book is thus stated: "Not one Theorem has been introduced that is not necessary to the demonstration of the last Theorem

(56) AN ELEMENTARY GEOMETRY AND TRIGONOMETRY. By William F. Bradbury, A.M., Hopkins Master in the Cambridge (Mass.) High School; author of a Treatise on Trigonometry and Surveying, and of an Elementary Algebra. Thompson, Bigelow & Brown, Boston. 1872.



of the five books, namely, that in relation to the volume of a sphere. The whole text-book of Geometry is thus a single Theorem, without an unnecessary link in the chain of reasoning." It must be conceded that several theorems of minor importance have been found in most text-books of Geometry, and that it is sometimes necessary to pass these by, in order that, within a prescribed time, the pupil may advance to work of the highest practical value. To classes thus limited in time this peculiarity of Bradbury's Elementary Geometry will be a commendation. At the end of each Book are Practical Questions, intended to serve not only the purpose of a review, but as applications of principles presented in the book. Following these questions we have a large number of Theorems and Problems intended to tax the pupil's ingenuity, and thus, where time can be allowed for their proper handling, introduce the student to a real knowledge of the science. Under this head we find included, with many others, the propositions just referred to as omitted from the direct line of demonstration, but usually inserted in geometrical text-books. The essential principles of Plane Trigonometry are presented by both the Geometric and Analytic methods, so arranged that either may be used without the other. To those whose attention has been called to the almost faultless work of the Cambridge University press (Welch, Bigelow & Brown), it is unnecessary to say more of the typography of this volume than that the book bears the imprint of that firm. The diagrams are in neat, light lines, and, with few exceptions, are drawn with due regard to precision. The usual logarithmic tables appear, with noticeably clear and open aspect. The Geometry, the Trigonometrical Text and Applications, and the Tables, occupy, respectively, 110, 66 and 62 pages. M.

(57) THE aim of the authors in this volume, as given in the preface, has been "to prepare, within moderate compass, a complete Latin Grammar, to be used from the beginning of the study of Latin until the end of a college course." They seem to have attempted to pursue a middle course between the extremely meagre manuals, that have, of late years, been multiplying in the market, and the fuller works of Andrews & Stoddard, and others. For our own part, we confess that we feel no partiality for these condensed Latin Grammars which profess to contain nothing except what is to be learned. The matter to be used for reference is more convenient and more likely to be consulted if embraced in the same volume with the portions deemed more essential. The book before us, however, contains within its 250 pages all that is needed to fit it for the purpose for which it is designed. We have examined it with some care, and have had occasion to refer to it quite frequently in connection with our Latin classes, and we do not hesitate to pronounce it, in many respects, superior to any work of the kind with which we are acquainted. As points of special excellence, mention may be made of the philological information contained in the notes, the system of inflection by stem and termination, the discussion of conditional sentences and the treatment of the subjunctive generally. In fact, the entire syntax is a model of clearness and philosophical method. The Roman pronunciation, which is fast gaining ground, is given the preference. The publishers have done their work tastefully and in a durable manner.

(58) THE author well remarks that "perhaps the most important book that falls into the hands of a child is his school reader." No other school book leaves upon the mind so lasting an impression. Many of us remember with real affection Pierpont's National Reader and his American First-Class Book, which are away in the

(57) A LATIN GRAMMAR FOR SCHOOLS AND COLLEGES, FOUNDED ON COMPARATIVE GRAMMAR. By Joseph H. Allen and James R. Greenough. Ginn Brothers, Boston.

(58) THE FOURTH AND FIFTH READERS. By Lewis R. Mobroe. Comperthwait & Co. Phila.

school-room in our younger days. They were a power in the school, and those of us who are so much indebted to them for the formation of our tastes and opinions may be pardoned if we are slow to believe that they have been often equaled by the more recent publications in this department. The books before us are among the best of their class. The selections are generally judiciously made, many of them are of a high order of literary merit, and are well adapted to class use. We notice in both volumes that the alternate pieces are poetry. The introductory exercises for drill in articulation and expression are not numerous, but are well selected. In the introduction to the Fourth Reader, figures and diagrams are given illustrating the position of the organs of speech required for the formation of every vowel and diphthong in the language. These are intended to aid in correcting the defects of utterance, particularly among those children of foreign parentage who speak our language with a brogue. They may be of some service in this direction. The appearance of the books is decidedly in their favor. They have good paper, good type, and good binding.

(<sup>59</sup>) This book of 360 pages does not attempt to give a complete list of American authors and their works, but, after presenting a brief general view of the causes which have determined the development of our literature, it proceeds to give the literary biography of some of the leading representative writers of America, together with characteristic extracts from their productions, and a critical estimate of their principal works. Twenty-four authors are thus considered. Some criticism might be made upon the choice of names to represent our literary men and women, and also upon the character of the selections from their works; as, for instance, that Mrs. Stowe and Alice Cary are the only ones selected to represent the female writers of America, and that they and their works are disposed of in the compass of twelve pages; and that the only specimen of Lowell's prose is a letter from Ezekiel Biglow. Yet, with good books of reference at hand the work may be used successfully.

(<sup>60</sup>) AFTER a careful examination of the French Verb Book, I do not hesitate to it is invaluable. M.

(<sup>59</sup>) A MANUAL OF AMERICAN LITERATURE: Designed for the use of Schools of Advanced Grades. By N. K. Royse. Cowperthwait & Co., Phila.

(<sup>60</sup>) A FRENCH VERB-BOOK. By Ernest Lagarde. Eldredge & Brother, Phila. pronounce it the best work of the kind I have ever seen. As a book for reference,

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# ILLINOIS TEACHER.

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## SOME THINGS THAT NEED CORRECTION.

J. H. BLODGETT.

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THERE is a large body of educated men and women in hearty earnest to promote a true education of the masses, who are not altogether satisfied with the working of our popular schools. When we gather for consultation as educators, we hear little from them, and are apt to flatter ourselves with some resolutions proclaiming our own opinion of our own work.

There has been of late, in certain quarters, a tendency toward adopting a graded system, not only for the masses brought together in dense populations, but also for the little groups of sparse settlements. It is worth while to see ourselves as others see us not less than in the days of Robert Burns.

The graded system, demanding two or more successive years, of forty weeks or so, spent consecutively in school to give a basis for an education—according to the plans that mark out specific work for each term or for each month or for each fortnight, or even for each week of the school-life—must be greatly modified even among the masses, where it has at superficial examination seemed a complete success, or it must cease to have the support of large numbers of intelligent people who look for some other than a mere routine education for their children. They recognize the value of classification, but do not admit a claim “That a teacher can instruct fifty pupils in one class better than in two, seems so obvious as to need no demonstration.” They believe that the personal influence of a teacher and adaptation of

the work to physical, mental and moral peculiarities of individuals are better than the mill-work where all are put in a hopper together and ground out ostensibly alike. As a practical fact, the most-lauded graded schools do not have one-third of their enrolled pupils steadily in school for a single year, much less for a succession of years, and a very small part any where complete the prescribed courses. Children grow in sunshine, and will learn in the woods and in the fields, without owing every thing to the school-room teacher, and they often come back after months of vigorous absence to take a strong hold of principles toward which those confined constantly to the artificial surroundings of the school-room can only turn a weary look, with a sickly sigh because of the prescribed work to be done before the next promotion.

There is a public sentiment about these matters rapidly shaping itself, and soon to manifest itself as a strong opposition to public schools unless the tendency to machine teaching can be shown to be separable from public schools.

The Production of Stupidity in the Schools is a topic prominently treated in an early number of Prof. Youmans's new Popular Science Monthly, suggestive to American educators, though reproduced from a London psychological journal.

There are those near us whose views claim consideration. \*A gentleman, whom we will call A, is a physician of good repute and an authority in all public affairs in the place of his residence. His early studies were only in the winter schools of a New-England home,—and Worcester was his geographer, Daboll and Pike his authors in arithmetic. He does not think pupils get any better knowledge of arithmetic than they did a generation ago. He thinks there is a great loss of time in the subdivision of text-books, and considers one good arithmetic and one good geography sufficient.

B is a graduate of Yale College, professor of chemistry and principal of an important city high school. He objects to the practice of requiring examination on arithmetic as a whole for admission into a high school, and then at once putting another year upon it in the high school, as he found the law of the city where he works, but he would review it in the graduating year.

C is a noted microscopist, who went up the regular graded line into a prominent high school, and then turned off to find some place where

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\* NOTE.—The individuals referred to in this and the following paragraphs are not mere creatures of the imagination, but real persons, whose names can be furnished if desired.

he could follow his favorite scientific studies further. He holds an appointment in one of our best universities, and is now in Europe for further study. Colburn's Mental Arithmetic and Ray's Part III he would think enough for the school courses.

D is an honored authority in Botany, who learned arithmetic from Daboll's pages.

E is a prominent naturalist, who had the best advantages of the New-England schools, and is now professor in one of her colleges.

F is also a professor of a New-England institution, and chief authority in the country upon his special science. He was educated at eastern academies and at a medical school. He has never felt that he did not have arithmetic enough at school, but has regretted that he did not go on through a complete college course.

G is a Bowdoin graduate, holding a public appointment in the interest of science, whose early school days were the three months winter terms of a country school. Pike and Kinney were his books in arithmetic; Olney's pages furnished his geographical learning.

H is a professor of mathematics, who did his work in mental arithmetic by himself, and ciphered in Pike and Davies. He is very strong in the conviction that one mental and one written arithmetic are sufficient, and that higher arithmetic is more satisfactorily acquired by spending the time used in our schools on so-called higher arithmetics upon algebra and advanced mathematics.

I has had the deserved recognition of his leadership in varied branches and in executive ability, by a call to the charge of a university. He never studied mental arithmetic, worked in Willet and in Davies, and never missed the additional text-book arithmetic work he might have had.

J has added much to our pleasure at county and state associations by his public addresses. He studied a full set of modern arithmetics and geographies. He has traveled around the globe since and feels that there was a great deal of time wasted in the repetitions of his text-books.

K is a German holding a prominent scientific appointment in this country. He is disgusted with the devotion to text book schemes in our schools.

L is a prominent anatomist, who had rather limited school advantages as a boy, but was early interested in zoology, gathering specimens eagerly, and watching with interest the stuffing of birds and the structure of animals. As a soldier in the late rebellion he was sick in hospital, where, when he gained strength, he became useful as a

nurse and in the dispensary. Shut off from access to books, except on anatomy, he fairly devoured that, and by reason of his earlier tastes, developed by circumstances of his situation, he actually passed examination before a medical board without attending medical lectures.

M is an editor, once an Illinois teacher of no mean reputation, who studied Daboll and Adams, and who felt hampered and cramped by the multiplicity of geographical and arithmetical text-books in his teaching, and who felt that the children were cramped by the early age at which these text-books, on arithmetic especially, were put into their hands. He keeps his own children at home two or more years after the law would admit them to school.

N is a plain, quiet man, not greatly given to popular display, but a man of high authority in his own specialty. His experience is worth wider notice than he might wish directed to his name. Grown to the age of twenty-one upon a Green-Mountain farm, with such book knowledge as he could gather in winter attendance at the neighboring schools and academies, he came West to do something for himself. He began teaching in Illinois, in a region rich in fossils and in geodes of wonderful beauty, long before the experience of most present teachers began. He had arithmetic enough from Adams, and geography from Morse, but had no knowledge of the records so strikingly set before him in the rocks. He took specimens East; he hunted for books, and, after a diligent search in the bookstores of New-York City, could at that time get no book on geology. Later, he procured English works. He has seen a respectable American Geological Literature grown up, and has received honorable recognition of his own investigations.

O is an English naturalist of authority among us, who, as a school-boy, studied one book on arithmetic, and one book which was an arithmetic and algebra combined.

P fills a professional appointment in a reputable college, even though his school-boy arithmetics were Daboll and Pike, and he thinks Pike equal to any of the later books.

Q is a teacher of an excellent private school, who is compelled to exceed his own ideas of a single good arithmetic by the public sentiment of the community, but who does not use long-winded series.

R is a farmer botanist, who has 15,000 specimens of his own collection, and who feels a sense of wastefulness in the time and the books on geography and on arithmetic used by his children in our schools.

S, when a city superintendent, put into practice his ideas of the

need of a reduction in text-books by using one mental and one written arithmetic, one primary and one advanced geography, and no more.

It is the genial professor of natural history in one of our universities, who deems Colburn's mental, and Adams's written arithmetics, which he himself studied, sufficient, and who gathered his knowledge of grammar and of geography chiefly at home, by his intercourse with the older members of the family, with little impression of his indebtedness to particular text-books.

Among all these, and with many others who might be individualized, there is a remarkable uniformity of opinion on certain points, such as: (1) The general educational results are not in proportion to the expenditure of time and labor.

(2) The results now acquired, either by means of arithmetic or of geography, could be exceeded with the same effort—(a) by diminishing the number of text-books; (b) by deferring their formal study till maturer years.

(3) Two years, at least, of the time now used in these studies might be gained for other purposes—one year before the formal text-books on these subjects are taken, which could be used to give wider elementary knowledge of facts; and another year after suitable text-books on these subjects are laid aside, which could be used at the riper age in *scientific* study of facts and of principles.

(4) Thought would be promoted, better training secured for future life, by providing for the tuition of pupils upon the basis of their power and knowledge and needs in their growing years, rather than by so much reference to the steps they have taken in a school-room.

Our schools have a semi-police character, especially in the large towns. While we are compelled to wait for a child's powers to gain strength, he must, by the exigencies of overtasked or of ignorant teachers, of perverted public sentiment, of his own restlessness, be occupied with a book dealing out diluted knowledge, to the diminution of intellectual digestive power and for the profit of the book makers. Their pens and their presses are busy now trying to supply a sudden demand growing out of our last attempt in Illinois to educate a people by law. They furnish some solid knowledge, and a great deal of the milk for babes drawn from city pumps rather than from natural sources.

Teachers who have crammed for the new examinations, and the

pupils after one year's study, are led to think they have mastered sciences which Gray and Tyndall and Agassiz and Pierce have followed for long years without gaining much more than an enlargement of their conception of the vastness of the knowledge yet unattained.

Has not the transfer of the responsibility of education from the home to the public been accompanied by a series of influences that has perfected the school machinery for managing multitudes, while it has often even extinguished such individual moral MOTIVE POWER as led Hugh Miller to interpret the records of the rocks which he was cutting into building stones; such as put George Stephenson at the head of civil engineers; such as led Faraday along through a book-seller's apprenticeship to be an authority on scientific investigation?

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#### A LESSON ON BUDS.

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It is much better to study *plants* to get a knowledge of botany, than to study *botany*, in the ordinary way, to get a knowledge of plants.

Here is a lesson on *Buds*.

You will find the buds growing all about you, on tree and shrub and bush. In the text-book you will find what some body *says* about them. Examine the bud and you see how, and of what, it is made up. In the book you will be told what some body observed about their structure before you, and you will also find the *names* of the parts entering into these buds.

In the *book* you will see, at best, as through a glass, darkly. In the *bud* you may see face to face. The book will do to study, but the bud is much the better source of knowledge. I have *read* a careful description of St. Peter's: I *know* little about it.

I do n't think any work written contains a description of the old school-house on the hill, where I was whipped regularly, and 'toed' the crack at least an hour a day, and thought that the hill of science was indeed a hard road to travel; yet I do understand that building, from the semi-regular boulders in the underpinning to the white-pine, *sap*, 'straddle-boards' on the ridge-pole, every knot-hole in the floor, and every jack-knife cut (and their number was legion) on the uncouth benches. I studied the building, not the book. Well, about the buds. Here is one of the ways that the teacher may help the pu-



pil to get some knowledge of buds and of some other facts which an understanding of these must give.

Cut a goodly quantity of brush from any trees or shrubs that are convenient. It is better that each specimen should have branches a single straight stem will not serve your purpose. Put into the hand of each pupil one of these pieces of brush, and ask:

*Teacher*.—What do you find in the twigs of your brush? *Pupil*.—Buds.

This is the answer you want, and question the pupil till you get it.

*T*.—Where do the buds grow? *P*.—On the sides of the stem.

*T*.—Look at the end of each twig, and what do you find? *P*.—A bud.

*T*.—Where do buds grow? *P*.—On the sides and on the end of the stem.

*T*.—Then you may call the buds on the side *side buds*, and those on the end *end buds*; or, if you prefer, substitute *lateral* for side buds and *terminal* for end buds. But be sure that the *fact* is understood first.

*T*.—Do you find these buds any where on the stem, or are they regularly arranged? *P*.—They seem to be regularly arranged.

*T*.—How do you find yours, John? *P*.—I find one bud, and another just opposite on the other side of the stem.

*T*.—How do you find yours, Peter? *P*.—I find one bud, and further up the stem I find another, not exactly on the opposite side of the stem, and not exactly on the same side.

*T*.—All those who find the buds arranged as they are in John's brush may raise the hand.

*T*.—You may say that the buds on your brushes are *opposite*, and those having the other kind may call the arrangements of the buds *alternate*.

*T*.—Look at the point on the stem just below the bud, close to it. What do you see? *P*.—A scar.

*T*.—What made the scar? *P*.—It is the place where the leaf grew.

*T*.—Where are buds found, then? *P*.—Just above the point where the leaf grows on the stem.

*T*.—Is there a bud, then, for each and every leaf? *P*.—Yes.

*T*.—You have now learned about the place of buds. What is a bud?  
*P*.—A collection of small scale-like leaves.

*T*.—What do these small leaves grow on? *P*.—A short stem.

*T*.—Then what is a bud? *P*.—A collection of several leaves on a short stem.

T.—What does a bud become or grow into? P.—A branch.

T.—What, then, is a branch? P.—A grown or developed bud.

T.—Are there any more leaves in the full-grown branch than there were in the bud or the undeveloped branch? P.—The number in the bud and on the branch are the same.

T.—How does a bud grow into a branch? P.—The stem grows in length, the leaves in size, and are put farther apart.

T.—Examine your brush and see if there is not a difference in the size of the twigs on it. P.—I find *one larger* than the others.

T.—You may call the larger one the *main stem*, and the smaller ones growing on it the *branches*.

T.—You found two kinds of buds, side and end buds. Which are the larger and stronger? P.—The end buds.

T.—What will the end bud grow into or become? P.—It will continue or extend the main stem.

T.—What will the side buds become? P.—They will produce branches.

T.—How will the stems developed from end buds differ from those developed from side buds? P.—The former will grow into *main stems*, the latter into *branches*.

T.—Suppose that the side and end buds were of just the same size and strength? P.—Then there would be no difference in the size of the stems or branches produced.

T.—What trees have a straight stem extending from the root to the very top? P.—The pine and the spruce.

T.—What kind of a bud did this stem grow from? P.—A large, strong end bud.

T.—Is there any single stem in the elm extending from the root to the very top? P.—No.

T.—From what kind of buds do the branches and twigs of the elm grow? P.—From side buds and from end buds, but the end buds are no larger or stronger than the side ones.

Do not understand me that I suppose the recitation would go on in just this clock-like order. I mean to say that the teacher can, with very little help offered to the pupil, bring out all these facts from a careful study of his armful of 'brush'.

The class has had a lesson, or some lessons, on plants, and they know something of botany.

J. A. SEWALL,

Normal, Dec. 9, 1873.

## LAW IN COMMON SCHOOLS.

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J. N. HOLLOWAY.

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WHAT shall be taught? is now the vexed question among teachers. A great many good suggestions have been made and theories spun upon the subject, but no one, I believe, has yet reached a satisfactory conclusion. A course of study illustrated by a series of concentric circles seems to be the most philosophical and natural. The common centre is infancy, and the successive circles mark the different stages of mental development. To harmonize with this idea, children of each grade must be taught all the elements of knowledge that they are capable of comprehending, and no more. This theory is certainly very good, and has lifted school-teaching out of the rut of centuries. It has introduced into all the grades of our common schools music, drawing, reading, writing, arithmetic, geography, grammar, and the natural sciences. Formerly nothing was taught in the primary and the secondary departments but spelling and reading, and in the higher departments music, drawing and the sciences received no attention. A common school organized and conducted by this theory is a university in embryo, with its curriculum sweeping around the domain of knowledge at every grade, and differing from that of the latter only in the area encompassed.

It seems to me that there is an insuperable difficulty which must for ever preclude reducing this theory to practice. Children of school age are capable of comprehending to a limited extent almost all, if not all, kinds of knowledge, if properly presented. Pupils in the lower grade are capable of receiving instruction in spelling, reading, writing, language, numbers, geography, music, drawing, the five branches of natural science, and geometry. It must be patent to every body that an attempt to teach all these branches in the primary department would result in embarrassment, and that little progress could be made in any one. There is a limit to juvenile capability and endurance, as well as to that of adults. College students can not usually carry more than five regular studies; much less should we expect a little child of six years to receive, digest and mentally assimilate instruction in a dozen or more branches. It may be said a morsel only should be given from each subject; yet this would so divide attention and weaken the interest in each study that all efforts would

be unproductive. The old principle is "one difficulty at a time" with children.

The question for teachers to settle is, not what children in our public schools may be taught, but what they shall be taught. There is little limit to what they may be taught, and it is plain that to fritter away our efforts on every thing would be barren of results. It is manifest that a discrimination as to subject-matter must be made. With exercises in spelling, reading, and writing, three studies will be all that pupils above the secondary department can do justice by; now add to this work oral instruction on some one subject, as physiology or botany, and we have all that it would be discreet for any teacher to undertake with a class.

We have seen that there is quite a number of studies which, in one way or other, are taught in many of our common schools. There is one branch which has not yet found a place in any school course of which I am aware, to which it was the design of this article to call attention, that seems to me to have special claims upon our consideration as teachers. I refer to Law. In prescribing a course of study, branches should be selected with reference to three things: 1. Availability; 2. Practical value; 3. Educational force. Let us apply these tests to Law.

*1. Availability.*—There is none of the higher branches the principles of which can be so easily adapted to a ready and clear comprehension by children. The great difficulty, as with all other subjects, is in properly presenting them. Many of the great and fundamental principles of the science are acted upon around us daily, and many of them can be illustrated by the childish transactions of the pupils. Children have a keen appreciation of their rights, and are quick to resent every infringement upon them. It would not be hard to lead them to a clear and systematic idea of personal rights and the rights of property, and the injuries that may be done to either of these. The whole idea of a contract is shown in the swapping of thumb-papers; and cases of assault and battery will occur in the best-regulated schools. Pupils can easily understand what are the crimes of larceny, arson, burglary, and murder, and their legal consequences—the jail, penitentiary, and gallows. The idea of government can be illustrated by that of the school, and of the necessity and purpose of laws by its rules and regulations.

*2. Practical Value.*—The subject intimately concerns dollars and cents. Many a fortune has been lost by ignorance on simple points of law, and many a dollar might have been saved had individuals

known the strength of their legal claims. There is no person who does not engage in more or less business transactions, and hence all will find use for a knowledge of law in matters that closely concern their temporal welfare. It points out the way to seek redress when injured. In stead of taking the punishment of the wrong-doer into our own hands, and thus rendering ourselves trespassers, it teaches us that the law affords a remedy for every injury, and directs us where and how to find it. By instructing children in their own rights and duties, a spirit of personal independence will be fostered in harmony with duties and obligations to society. Surely such knowledge as this, that so materially concerns every body, is equally important with the knowledge of bugs and snakes, or bases and acids.

3. *Educational Force.*—The illustrations of the subject, drawn from life, will exercise the perceptive faculties. The school, its government, the rights and duties of each pupil, the trades and difficulties of the children, will be clothed with a new interest, and viewed in a new light. Memory will be exercised to retain the maxims and principles of the science, and the reasoning faculties will be brought into action, for "all law is founded in reason." But as a moral agent the study of law will have the most salutary influence. It will hold up the terrors of the law to wrong-doing. The object of punishment is to prevent crime by deterring others. Penal restraints will not affect those who are ignorant of the legitimate consequences of certain actions, and they enter life's conflict unopposed by the great bar to crime which the wisdom of ages has erected. Many are controlled more by fear than conscience. Children thus instructed will grow up with truer ideas of their social duties, and will be better prepared for the responsibilities of citizenship. They will be more disposed to reverence the laws of their country by understanding their object and wisdom. Loyalty will be promoted and the institutions of our country will have their foundations in the hearts of its subjects,

From the statements last made we can see a special reason why the elements of Law should be taught in common schools. The great end of state education is self-perpetuity. The stability of a republic depends on the intelligence of the people. Hence, public schools should be organized so as most fully to subserve this purpose. Upon this argument the history of the United States was made a common-school study. There is nothing, it seems it me, that would tend to kindle a love for the institutions and laws of our country more than the study of them. In this way a wiser exercise of the elective franchise could be secured.

It is remarkable that colleges have never included the elements of Law in their course of study. There is not a college or university, of which I am aware, that requires of its graduates even a general knowledge of Law. How a person can be regarded as enjoying a liberal education, and yet be ignorant of the principles of jurisprudence that permeate and control all social relations and business transactions, and upon which he will have to act all his life, is a mystery.

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NINETEENTH ANNUAL MEETING OF THE ILLINOIS STATE  
TEACHERS' ASSOCIATION.—PRESIDENT'S ADDRESS.

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FELLOW TEACHERS OF ILLINOIS:

At the last annual meeting of this body, the prospective character of the new school-law, then in process of incubation, was somewhat anxiously considered.

That a reaction against the public-school system was imminent seemed to be generally admitted. The extent of the reaction, if it should come, was involved in uncertainty. That there were men in the legislature, as there were in every community, who, from one motive or another, would willingly curtail, if not wholly abolish, the entire system of free schools, was known. In the light of these forebodings, the outcome may well encourage us greatly. So far as our legislators may be considered as representing public opinion, they have indicated a sentiment in favor of taking no step backward in the great work of popular education. An advance, rather, is to be made along the whole line.

In one point only has there seemed to be a triumph of the reactionary spirit; and that is in the virtual abolishment of county supervision. But even this act is susceptible of a more favorable interpretation than it has generally received from those whose interests are immediately concerned. That grave defects existed in our system of county supervision no one can deny. And these defects were of so vital a character that in many counties of the state the benefits to the cause of education were by no means commensurate to the outlay. The mode in which county superintendents were selected; in many instances their total lack of the most essential qualifications for the right discharge of the duties of their office, the frequent arbitrary and unreasonable rulings of men vested with a little brief authority over

persons in every way their intellectual and moral superiors, inevitably brought the office into disrepute in the minds of many intelligent and liberally-minded men. That so many good men have held the office and have been reelected to it from term to term is to be attributed to some happy fatuity. It is scarcely to be hoped that town caucuses and county conventions, which are not generally manipulated either by the wisest or best of men, will uniformly, overlooking party lines and all the log-rolling schemes of rival sections in the distribution of offices, succeed in selecting the man who, above all other available men, possesses the high qualifications demanded by this office.

In carrying on any extensive business, there is no expenditure more remunerative in the end than that for efficient supervision. It is a work which demands the highest talents and most unremitting energy. The great need of our schools at the present day is wiser supervision and more of it. They must have it both in general and in detail, or our progress will not only cease, but in many places we shall find ourselves drifting back with the tide. Our law-makers, if they are wise men,—or, to make a narrower supposition, if they are shrewd business men,—can not fail to see this and act accordingly. Should the incoming legislature find time to give this subject the consideration that it deserves, and so devise some practicable expedient by which the office can be completely and for ever elevated above the reach of the incompetent, and made worthy to engage the services of the best men, we will cease to reproach those who have made it necessary to have this matter reconsidered. I believe there is a very simple plan by which this result can be brought about; but, as the whole subject is to be discussed at length by able men during our present meeting, I leave it for the present.

It is a common remark, whenever any new departure or new announcement is made in any matter affecting great social interests, that we are entering upon a new era. To a superficial observer, the legal recognition of the natural sciences as belonging to a common-school course of study may indicate the commencement of such an era. And yet, in our best schools the teaching of the natural sciences is no new thing; and by our best schools I do not mean merely the large graded schools in towns and cities, with a printed course of study, but many, very many, of the unpretending little schools at the cross-roads all over the state.

It is not to be supposed that this law is about to work any sudden or great revolution in either schools or teachers; but it is a commendable law, because it is a right recognition of a right thing. All who

were really fitted to teach the natural sciences before were doubtless doing so—at least, to the limited extent that is practicable in schools of the primary and intermediate grades. There are, however, many beneficent results which we may expect to arise from the mere existence of such a law.

In the first place, it will strengthen the hands of many teachers, who are able to teach, and wish to teach, a school of the highest grade of excellence, but who are compelled to contend with the ignorant prejudice which exists in many minds against what they regard as innovations of any sort. A little discreet legislation may serve as a defense against the fault-finding of such persons.

The law has already produced good fruit in another way. It has given a wonderful impulse to the study of the sciences among those who have the ordeal of an examination to pass. The unprecedented demand for elementary works on Human Physiology, Natural History, Physics, etc., which has sprung up within the last ten months, has been both an inspiration and a harvest to school-book makers.

The church of the smatterers in science has certainly been blessed with a signal revival, and, although "a little learning is a dangerous thing," I am disposed to rejoice at the course which things have taken. It would be a matter of some interest, and it might throw some light upon the other question already considered, to know how many of our one hundred and two county superintendents were found with oil in their lamps upon the announcement of the new law.

But it is not unlikely that we shall find, in the course of events, another illustration of the truth of the old saw, that every rose has its thorn.

I have been told by county superintendents that already they find candidates passing better examinations in the new branches than in the old. "A new broom always sweeps clean."

Let us smile, if we please, at the narrow ideas of our predecessors who taught nothing but the 'three Rs'. But the some times scorned 'three Rs', after all, do lie at the foundation of all true intellectual culture, and they must be persistently and thoroughly taught from generation to generation, or the whole fabric of popular education will be found to rest upon foundations more treacherous than sand. No flood will be needed to effect its ruin. In fact, it can not be built at all.

Any new study introduced into common schools at the expense of the foundation-work is a source of weakness, and not of strength. Unless our teachers learn to teach the new branches so that they shall



stand to the old as subsidiaries, and not substitutes, they had better not meddle with the business.

There is another practical danger from the new law. And here let me more clearly define my own position, so that there shall be no misconstruction of my language. I am in favor of the law and of the objects which it seeks to accomplish. It is an instrument put into our hands for a purpose. It is well that we should know the nature of the instrument, its legitimate use, and how to handle it deftly; and more than this, if it has a cutting edge, it may be well for us to know which is the edge and which the handle, so that we shall not lay hold of it by the wrong end. And it is, moreover, well enough to know that it requires some special qualifications to use a fine tool effectually. Good tools can safely be trusted only in the hands of good workmen. A teacher with some knowledge and but little tact may make any of the sciences repulsive to the minds of children, by a stupid attempt to crowd their memories with a mass of dry details. There is a glory and a fascination to science when illuminated by the light of a vivid imagination. All successful and popular lecturers and teachers of the sciences have been persons with a large poetic faculty.

Now, if our pedagogues are nerving themselves up to a mere perfunctory discharge of the new task imposed upon them, I think it better that they should be altogether excused. If, however, they shall not only prepare themselves to keep the letter of the law, as many are trying to do, but shall seize the occasion to enlarge their minds in every way by general reading, by a closer observation of Nature and her various phenomena, and by a finer culture of all their faculties, so that what was begun as a hard necessity shall be continued from an inextinguishable zeal, the result will be a marked elevation of the whole profession.

Already strong opposition to the new requirements has been aroused, and efforts will doubtless be made to secure their repeal this winter. The law has put a new weapon into the hands of county superintendents to keep out gross incompetency; and some have used it to this end with good effect. It is true, the law provides for its own evasion, but the attempt is somewhat humiliating, and the possibility of it is probably not known to all. There are not a few who have managed by some luck to pass through the ordeal of an examination under the old régime, who now find themselves face to face with an obstacle which outtops their highest vision. Of course, they are indignant, their friends sympathize with them, and school-directors, finding wages firm, with an upward tendency from diminished com-

petition, regard with little favor the source of this state of affairs. But there must be no step backward in this matter. The qualifications required of all teachers under any reasonable interpretation of the new law are none too great nor too many. They must not be diminished one iota. Let all who can not come up to the mark submit to the humiliation of getting excused, if they can find any who wish for their cheap services, and let them be content to take a back seat, and a low one at that.

The sciences can not be taught efficiently to any considerable extent without a certain class of reference-books and some apparatus. We all know how difficult it is some times to secure appropriations from school-boards for the purchase of these desirable articles. Might it not be a feasible and a very proper thing for the legislature to require a certain percentage of the state fund distributed to each district to be used for this purpose? Such a measure, I see, has been recommended in Vermont by the Secretary of the State Board. I trust it will be adopted there, and I hope the example may be followed here,—if, indeed, we do not get the start of them in setting it. An annual appropriation of this kind, though small in its yearly amount, would gradually, but surely, furnish all our schools with the best appliances and aids in teaching. A school may be kept without books, slates, apparatus, and even blackboards. The thing has been done, I believe. Farming has been carried on with no better implements than the shovel and the hoe; but it was either very poor farming or carried on on an exceedingly limited scale. Require and expect much of school-teachers, but give them good tools and enough of them.

I wish, now, to call your attention to a matter which has been discussed over and over again before this body, as well as in educational journals and school reports. I do it with no thought of presenting a single new idea, and with no expectation of adding any thing to the forcible utterances to which you have already many times listened; but I do it because it is a subject of vital importance to the well-being of the commonwealth, and we must ding it into the ears of our law-makers until they shall take some effective action in the case. What shall be done with the truants, and with the vagrant children who infest the streets of all our cities, towns, and even villages? I need not describe or number them. Their vicious countenances are familiar to you all. They are a nuisance out of school, and many of them are a greater nuisance when in school. I do not believe the legislature will have done its duty to society until it shall commission

some officer to lay hands on these loafers wherever he shall find them, and compel them to give an account of themselves. Now, these fellows ought to be in school. There is no question of it. But it is a question whether they could be tolerated there. The fear of *social* contamination in the public school has been pretty thoroughly eradicated from most minds, but the danger of corruption from associated vice can not and ought not to be lightly esteemed. In the present condition of things, a mere compulsory law, if it could be enforced, would break down the strongest moral safeguard by which the public school is now protected. But a law of some kind is needed to deal with those who, whether voluntarily or by expulsion, are kept out of school; and a wise and effective law to this end would be hailed with thanksgiving by many a parent who is losing control over his wayward children. The right of government to interfere with the liberty of any one, except for the commission of actual crime, is questioned by some; but the thing is already done in so many respects that it is scarcely worth while to dispute the right on merely theoretical grounds. It is not to be supposed that human ingenuity will ever devise means for the correction of all the evils under which society suffers; but, that an end so devoutly to be wished can be far more nearly attained than has yet been done scarcely admits of a doubt.

So long as local authorities have power to enforce sanitary regulations of a preventive character, they should have the power, *a fortiori*, to suppress vice in the germ. Shall we punish crime after the mischief has all been done, in which innocent persons are involved as well as the guilty, and shall no steps be taken by a wise prevision to stay the evil before it has grown to the stature of crime? It is an outrage upon civilization to permit a lad to grow up in the ways of vagabondage and then punish him for an act which is the natural and inevitable fruit of the education which society has allowed him, without rebuke, to pick up.

Let all habitual loafers and street vagrants, from six years old and upward, distinctly understand that, if they will neither go to school, nor stay at home, nor engage in some useful occupation, they will be taken in keeping by some public officer who will furnish them something to do and see that they do it, and nine-tenths of all the truancy and vagrancy, which is so alarming in its magnitude, is cured at a stroke.

"But why not compel them to go to school?" says one.

Because such a course might remove one evil by the introduction of a greater. Attending school would be one of the means by which the

grip of the law would be escaped. Many, probably most, would seek this refuge. But this should not be all. They must conduct themselves so that their presence can be tolerated. A boy should find it no trifling thing to be expelled from school, and if, in spite of all, he does bring this sentence of social outlawry upon himself, let him find a lion at the outer door. If school is Scylla to him, and he thinks to escape it, let him fall into Charybdis.

We have at last a State Reform School, an institution for which this *Association* labored long and earnestly. But what is one institution of this kind for a great state of three million inhabitants, and that, too, so hedged about that a boy can scarcely be sent to it unless he first commit a crime which would secure a term in the penitentiary for an adult? What is needed is a legislative act enabling counties and cities to establish, perhaps in connection with their alms-houses, a reformatory department under efficient management, to secure admission to which it should only be necessary to have a well-established character for general worthlessness. Incurable truancy or conduct requiring expulsion from school might well be deemed a good title to the hospitalities of these asylums, for a longer or a shorter period.

Permit me to dwell with emphasis upon this subject. None of greater importance can engage the attention of us as teachers, who come especially in contact with youth of all dispositions, nor of our law-makers.

Wide-reaching and searching as are the refining and christianizing influences at work in modern society, they fail utterly to reach too large a number in every community. New recruits are in constant training for the great army of convicts in our state-prisons, or for the still greater army of unconvicted or pardoned criminals at whose mercy we hold our lives and property,

We called the British Nation to account for official neglect in permitting the building and equipment of rebel privateers in her waters. The charge of lack of reasonable diligence was sustained before an impartial tribunal, and roundly is old England compelled to pay for her blundering policy. And yet, the loss to us from her neglect is not made good, nor would it be, had our most extravagant claims for indirect damages been allowed and paid to the uttermost farthing. There is no way of curing mischief like preventing it. Even the wise man exhorts us to "leave off contention before it be meddled with." Human government can in no way so effectually serve society, and thus fulfill its own functions, as by interposing to check the development of juvenile depravity. The self-inspired influences which

have already been alluded to will still work, and do all that they are doing now, and even more, to purify human life; but our civil authorities must do that which lies in their power, and in theirs alone, or there will be heavy costs to pay; nor will there be for them, nor for us all, any escape from full payment of the whole enormous amount of all indirect damages.

How we teachers should feel our hands and our hearts strengthened by the steady and impartial enforcement of such a law as I have attempted to describe. Truants would vanish as by magic from our streets. We should have reasonable assurance of holding these boys, however strong their vagrant inclinations, until we might at least have an opportunity to awaken to life some of their better qualities. The strong backing of the law would help school discipline by making every pupil feel the hopelessness of any comfortable escape from it.

Many a widowed mother and some fathers, to my personal knowledge, would be glad to have some authority rescue their sons from that life of idleness and vice from which the influences of home have failed to divert them.

But we are not left to make an untried experiment. Let our legislators study the laws of Massachusetts, and especially the municipal regulations of Boston and the workings of her truant and vagrant laws, and they may learn something of their duty in the matter and the ways and means of discharging it.\* Boston, venerable and wise Boston, companion in misfortune with our own metropolis; what does not American civilization owe to her! Some quaint, queer and even conceited notions she has, and she some times attempts the impracticable; but her faults still lean to virtue's side. Boston, with a shrewd disposition to make the most and best of human weakness and necessity, has refused to license news-boys and boot-blacks except on condition of their attending school a part of the time; and, not to require brick without straw, she has opened two schools for their special accommodation, under regulations adapted to the circumstances

\* The Massachusetts School Law, chap. 42, sec. 3, reads as follows:

"When it shall be proved to any judge or justice of a municipal or police court, or to any trial justice, that any child under sixteen years of age, by reason of orphanage, or of the neglect, crime, drunkenness or other vice of parents, is growing up without education or salutary control, and in circumstances exposing said child to an idle and dissolute life, any judge or justice aforesaid shall have power to order said child to such institution of instruction or other place that may be assigned for the purpose, as provided in this act, by the authorities of the city or town in which such child may reside, for such term of time as said judge or justice may deem expedient, not extending beyond the age of twenty-one years for males, or eighteen years for females, to be there kept, educated and cared for according to law."

of those for whom they are intended. Discreetly and generously done.

Boston has doubtless learned what we must practically understand, if we would realize all the possibilities for good which lie in our system of education. We must have schools adapted to all classes. The ordinary school, with its exacting and unremitting duties, requiring an amount of time and effort which precludes pretty much all other labor, except, perhaps, the light morning and evening chores of a family, best meets the average wants of most communities. The discipline of such a life during the formative period of a child's character is salutary and in every way desirable. When a father places his son in school, he understands—at least, he should understand—that he gives up all right to claim his services during certain hours of each day. He may not detain him for his own convenience, nor may he gratify the boy's inclination by consenting to any avoidance of school duties.

But there are many in every community upon whom presses the hard necessity of seizing every casual opportunity to earn a scanty subsistence; and so we should have, some where in our schools, a place for the necessarily transient and irregular, and they should be treated with consideration and courtesy. The best provision which can be made for them, where their numbers are sufficiently great, is to organize for their benefit a separate department. Where this is impracticable, let them be received in the other schools upon such conditions as shall not necessarily humiliate them nor work to the detriment of others.

For those who have regular employment by day, evening classes ought to be formed, where the population is large enough to justify it. While evening schools are not a new thing in our great cities, it is not till within a year that the experiment has been tried in the smaller cities of the interior. The success of these schools has been such as to remove all doubt both as to the need of them and their practical utility.

We have now glanced at some of the practical measures which demand immediate action on our own part and on that of the incoming legislature. We have considered some of the means. What is the end that we propose? What is the ideal system of popular education?—a system such as the world has never yet seen, and probably never will until the millenium. It may be stated in a sentence. It is a system which will reach every individual member of society, and fit him to do, in the best possible way, the work to which Providence has

called him. That is,—it must be (1) universal, and (2) practical. Carlyle says, “The grand result of schooling is a mind with just vision to discern, with free force to do.” If these are the true ends to be sought, it is fair to inquire What approach are we making toward their attainment? That education is not yet universal has already been admitted, and with the admission it is believed that some of the means by which it can be made much more general have been indicated. But, in making a true estimate, many things must be considered which are not at all revealed by the most elaborate school statistics ever yet published.

It is barely possible that we schoolmasters have some times overestimated our weight in the world's affairs. I do not mean to hint that we have been overestimated by the world; but, in a confidential way, we can afford to be frank among ourselves. Who shall enumerate all the agents at work in society for the diffusion of knowledge? Their name is Legion, and they are multiplying constantly. We are one of these instrumentalities, and may claim to stand inferior to none, for, in a sense, we hold the keys to universal knowledge. But here, at the home of Abraham Lincoln, and almost under the very shadow of yonder monument reared to his memory by a grateful nation, we dare not scorn the attainments possible, without the aid of schools and schoolmasters, to every high-minded American boy.

The methodical instruction of wise teachers is most desirable, and it is sought for with one consent by all who are conscious of an honorable impulse to improve the high gifts with which God has endowed them. And yet, the amount of useful knowledge which is scattered every where broadcast, and the amount of intellectual activity which is stimulated by the pulpit, the press, the circulating library, and by social intercourse, is simply beyond all computation. The universal newspaper, with its fact and fancy, its science and speculation, is in itself a perpetual school without even a summer vacation, where all, both young and old, are taught daily. A constant and attentive reader of a newspaper of the better class can not fail to become well informed in almost every department of human thought. Even the so-called *popular weeklies* (spell weekly with an *a*, if you choose), which are filled to such an extent with the sloppy fancies of tenth-rate story-mongers, are not wholly despicable as an educational force. It is well for us to take just views of our own case; and while we lament the wide discrepancy between the figures of school reports and those of census tables, and while we regret the vast number of premature withdrawals from our schools, we need not on these accounts give way to

hopeless despondency, nor indulge too much in comparisons with other nations to our own disparagement.

The truth is, we are as yet quite in the dark as to the extent of illiteracy in this state. We shall have light on the subject so soon as the new law for taking the school census shall make its revelations; for, while he who can not read is an intellectual pauper for life, the possibilities within reach of him who can take thought from the printed page are limited only by his capacity and ambition. He is like a miner with a good pick in his hand and an exhaustless vein of precious ore under his feet. He has only to dig. He may not always put forth his efforts in the most judicious way; but, if worthy, he is sure to acquire riches. No man or woman with the ability to read, and with a mind worthy of culture, is going through life without a fair share of knowledge.

Let not these words be construed as belittling the functions of the common school. Let our system of public instruction be carried up to its cap-stone, from the kindergarten to the great university and polytechnic school; but let us not underrate the other supplementary influences which are every where at work. Let us rather rejoice that, by any and every means, the light of truth is made to penetrate all the recesses of human society, and that in this day few can be utterly shut out from the light of the great illumination which fills the whole heavens. More than this: if our minds are above the Gradgrind order, we shall make our influence felt outside the narrow bounds of the school-room.

If these deductions are sound, we may take to ourselves the comforting assurance that the great work of popular enlightenment is going on apace, and that, though education may not yet be absolutely universal, by one means and another, it is making very hopeful progress in that direction.

But is the work of common schools practical? Does it discriminate, so as to give each one what he specially needs, as adapted to his peculiar mental condition and his future occupation?

No: the common school does nothing of the kind; and if this alone is practical, the common school is not practical. It can never come in competition with those special and technical schools which propose to take a lad scarcely yet in his teens and, in three or four months, turn him out an accomplished man of business. The man who takes his son from school at the end of four or six years, and complains because he does not find him acquainted with business, or an adept at some mechanical art, has indulged unreasonable expectations. But if



the boy has an average mind, and he does not find him equipped with a fund of various knowledge, if he does not find his intellect quickened, if he does not find him more apt to learn and readier to comprehend than is the boy of equal natural powers who has lived upon the street, or who has even been employed in the store or in the shop or on the farm, he has a right to complain, and to denounce the school as a failure.

It is the glory of the common-school system that it recognizes the common origin and common destiny of all mankind; that all grow from the same soil like trees of the forest, needing the same rain and sunlight from the heavens and the same food from the earth. Uniformity of culture will not transform an oak into a maple. No fear of that. Each will select its proper nourishment from the common stock. Within certain limits, the longer common training can be continued, the better, provided all the faculties of mind and heart are properly stimulated. Amid the ever-shifting scenes and circumstances of American life, it is impossible at any early age to forecast what special training will be of the greatest practical advantage to any one; while it is not at all difficult to see that a well-trained mind joined to a character of sterling integrity will make its way triumphantly amid all life's vicissitudes.

The common school offers substantially the same conditions to all. That all will derive from them the same or like benefits is not to be expected—perhaps not to be desired. The differing results are to be attributed to differences in the nature and circumstances of the recipients. That all derive the good they need is not asserted. Ideal results of the most moderate and reasonable character are never reached in this life. As in the art of telegraphy, so in teaching: there are resistances, and the current of thought does not always reach its destination in an intelligible form. What these resistances are and how the current is diverted from its course there is not time now to inquire at length. The trouble is some times with parents, some times with the children. Some times it is in the atmosphere, some times in the material surroundings, and some times in the condition of society. Some times it is in the school itself. It arises from the imperfection which attends every work of man.

But the theory which underlies the whole great system I believe to be right. We are trying to do the right thing, and, mainly, in the right way. However far short we may yet fall from reaching the high standard of ideal attainment (and no one can realize our shortcomings better than we do ourselves), we have reason to thank God

for what we have accomplished and are accomplishing. To say that we have at least reached the highest possible attainment in the arts of instruction would be to ignore the lessons of all past experience. A youth of the present time with a good common-school education certainly has a much more generous mental equipment than he could have obtained from the same source twenty years ago: at least, his acquisitions are more varied, though it must be admitted that this fact alone does not prove him to be better educated.

The range of common-school studies used to be quite limited. Indeed, it was much too narrow to meet the most moderate demands of the present time. But we are not free from danger growing out of the very expansiveness of our educational theories. A child's mind may be confused by a multitude of details or overwhelmed by the very mass of facts which, in our inconsiderate zeal, we attempt to force upon it. As has before been intimated, whatever new subjects are taught at the expense of the most thorough work in the time-honored rudiments of an English education should be wholly omitted, unless they can be so taught as to help rather than to hinder the fundamental work.

We should not forget that education is a growth requiring time as well as means. Nor need we fret ourselves with infinite pains to teach a child every possible fact or relation which he can not fail to find out for himself as soon as there is any possible good in his knowing it. The main business of the school being to train the mind to see and to think, that system of instruction is most philosophical which tends most directly to make the mind self-helpful and to free it from the need of masters.

Not to pursue this fruitful theme farther, let us sum up the whole matter. The work of popular education is a work in which all classes have very definite, if not always well-defined duties. For us, who are directly engaged in teaching, there is, of course, much to do. And then come the parents, whose weight of responsibility is no less. Indeed, parents form but another wing of the same grand army. Then, there are grave responsibilities resting upon every good citizen and member of society, whether he be a parent or not. There are also high and important duties which demand the best statesmanship on the part of our law-makers.

From the foregoing discussion, moreover, it will appear that there are resting upon all these parties negative as well as positive obligations. We all need to know our place. We ought to know the proper boundaries between our several fields of effort; and this is in itself

no simple matter, for they interpenetrate each other with many a sinuous curve.

Leaving, for the most part, the minute details of school work for consideration of county and city institutes, we meet in state and national associations to discuss the broader relations of our work to social and national life. We have an ambition here to gain the public ear. We are glad to meet in friendly discussion those who can look upon this great work from other stand-points than our own. We hope to gain something from them, and we hope to make ourselves better understood by them.

Fellow Teachers of Illinois, that you have been willing, at this festive season, to leave your homes, where, even now, sparkling eyes are beaming with new light over 'Christmas Joys', is sufficient evidence of your high purpose.

This programme, which has cost your committee more hard work than perhaps some of you are aware, promises that you are to be amply repaid for all the inconvenience and self denial which this journey has cost you.

Thanking you for the very unexpected and high honor you have done me in selecting me to preside over your deliberations at this time, I welcome you to the substantial repast spread before you, with a hearty Merry Christmas.

## M E N T A L L A B O R .

1. Devotion to intellectual pursuits, and to studies even of the most severe and unremitting character, is not incompatible with extreme longevity, terminated by a serene and unclouded sunset. Dr. Johnson composed his 'Dictionary' in seven years! and during that time he wrote also the prologue to the opening of Drury-Lane Theatre, the 'Vanity of Human Wishes', the tragedy of 'Irene', and the 'Rambler',—an almost incomprehensible effort of mind. He lived to the age of seventy-five. When Fontenelle's brilliant career terminated, and he was asked if he felt pain, he replied, "I feel only a difficulty of existing."

2. Mental application is a powerful remedy in diseases both of body and mind; and its power as a remedy is proportionate to its intensity as a pursuit.

3. The emotions, especially those of a depressing kind, as anxiety, fear, etc., have a remarkable influence in giving a tone to and intensifying the morbid effects of excessive mental labor. Yet in some

cases, as in that of Cowper, the best and only resource against despair is found in composition.

4. The turmoils of active life do not appear to render intellectual labor more injurious to the system; possibly here also the influence may be counteracting. Milton, the Secretary to the Commonwealth, in times when men lived years in months,—blind and in domestic discomfort, writing his immortal poems; John Wesley, persecuted and almost an outcast from his former friends, in ‘labors abundant’, denying himself natural rest and refreshment, yet acting in mind and body with unparalleled energy; Voltaire, the apostle of infidelity, at war with more than the whole world;—these and a cloud of others warred with the existing order of things, and remained masters of themselves and their mental powers to a ripe old age.

5. The injurious effects of mental labor are, in a great measure, due—

To excessive forcing in early youth;

To sudden or misdirected study;

To the coöperation of depressing emotions or passions;

To the neglect of the ordinary rules of hygiene;

To the neglect of the hints of the body; or

To the presence of the seeds of disease, degeneration and decay in the system.

6. The man of healthy phlegmatic or choleric temperament is less likely to be injured by application than one of the sanguine or melancholy type; yet these latter, with allowance for the original constitution, may be capable of vast efforts.

7. The extended and deep culture of the mind exerts a directly conservative influence upon the body.

Fellow-laborer! one word to you before we conclude. Fear not to do manfully the work for which your gifts qualify you; but do it as one who must give an account of both soul and body. Work, and work hard, whilst it is day; the night cometh soon enough,—do not hasten it. Use your faculties, use them to the utmost, but do not abuse them,—make not the mortal do the work of the immortal. The body has its claims; it is a good servant; treat it well, and it will do your work; it knows its own business; do not attempt to teach or to force it; attend to its wants and requirements, listen kindly and patiently to its hints, occasionally forestall its necessities by a little indulgence, and your consideration will be repaid with interest. But task it, and pine it, and suffocate it; make it a slave in stead of a servant; it may not complain much, but, like the weary camel in the desert, it will lie down and die.

## EDITORIAL DEPARTMENT.

A NEW DEPARTURE.—By an arrangement entered into between the publishers of the Illinois Teacher and of the Chicago Schoolmaster, these two journals have been merged in one, and will hereafter be issued by the publishers of the latter, under the name of the Illinois Schoolmaster.

I have long been of the opinion that it would be better for the teachers and friends of education in the state to unite in the support of one educational publication devoted to their interests, rather than to let their sympathies and their efforts be divided between two rival candidates for their favor. With this view, I have done what I could to bring about this union, which has just been so happily consummated.

Of those who are about to assume control of the Teacher it is hardly necessary for me to speak here. They are already well and favorably known to the educators of Illinois and of the Northwest. By their energy and ability the journal with which they have been connected has taken rank among the foremost educational monthlies in the country. The increased influence and support gained by this union will enable them to do even better for their patrons than ever before. The friends of the Teacher may well congratulate themselves that it has fallen into so worthy hands.

One year and a half ago I entered upon my duties as editor of the Illinois Teacher. It is not my purpose to speak of my editorial work during that period, further than to say that, in this work performed in the midst of pressing school-room duties, it has been my constant aim to promote the best interests of free public education, and to present in the pages of this journal matter that should prove valuable and interesting to the teachers of the state. How far my efforts have been successful, others must judge. The many warm friends, to whose assistance, always cheerfully rendered, is due whatever of success the Teacher has achieved, will accept my heartiest thanks. Some of these have stood faithfully by the Teacher throughout the entire eighteen years of its past history, and I trust that in its new dress and under the new management they will continue to extend to it a no less cordial support. As for myself, it is my intention to assist, from month to month, in the editorial work of the new magazine.

E. W. COV.

PARTING WORDS.—As will be seen by the preceding article, my active connection with the Illinois Teacher ceases with this number. For seventeen years every monthly issue of the Teacher has passed through my hands as proof-reader and mailing-clerk, and until within the last five years a large share of the type-setting and presswork was done by myself. Duties in another sphere, demanding great and constantly-increasing labor, have for some time past seriously interfered with the careful and punctual attention to the interests of the Teacher which its readers had a right to expect, and have admonished me that in some way I must seek relief from this portion of the burden of care pressing upon me. A union of the two educational journals of the state

seemed to be the best method of accomplishing the object desired; and to that end negotiations were entered into with the publishers of the Chicago Schoolmaster, which have resulted in a union of the two journals, each dropping a part of its former name.

While, as already said, my active connection with the journal now ceases, I still retain a contingent pecuniary interest in its business, aside from which, I shall continue to feel an almost fatherly interest in its general welfare. The teachers of the great State of Illinois—a state that leads all her sisters in the elements of material wealth, soon to be the most populous of any in the Union and, let us hope, second to none in intellectual culture and refinement,—the teachers of Illinois should have the *best* educational journal published any where on the face of the globe; and they can have it if they will. Editors alone and publishers can not give it to them. Their share of the work is an important one, it is true, but it is not all. The teachers themselves must help, not only by contributing the small amount of pelf required for the yearly subscription, but by rendering effective some of the brain-power now lying dormant.

Confident that the interests of the Teacher could not be better served than by the transfer that has been made, I commend my successors to the favor of all former friends of the journal and of the educational fraternity generally. May their subscribers soon be numbered by tens of thousands, and may the pages of the Illinois Schoolmaster be filled to overflowing with the choicest products of the best minds of Illinois teachers.

N. C. NASON.

THE MEETING AT SPRINGFIELD.—The meeting of the State Association at Springfield in the last week of December was successful beyond the general expectation. The weather was extremely cold, the time the most unfavorable that could be selected—the opening day being Christmas,—and the place of the meeting too far south to accommodate the northern part of the state, which furnishes a large majority of the teachers who are present at these gatherings; and yet, there was quite a full attendance, and the exercises were more than usually interesting. There were some failures to appear on the part of those who had allowed their names to go upon the programme, but their places were generally filled by others, so that the order of exercises was not materially deranged. Governor Palmer, who was to have made an address of welcome, did not show himself, and, so far as we are aware, sent no explanation or apology for his absence. The lecturer for Wednesday evening was kept away by sickness, but Mr. Perkins, formerly Superintendent of the State Reform School, happened to be present, and occupied a portion of the time with an interesting talk about truants and the bad boys generally, and Mr. Wines, of the State Board of Charities, filled up the evening, very pleasantly and profitably to the Association, with a lecture upon *The True Functions of a Reform School*; so that the audience felt well compensated for the loss of the good things which the absent lecturer had doubtless prepared for them. The lecture Thursday evening was by Dr. Fowler, of Evanston, and was in his own peculiar style and given in his own peculiar manner. It gave general satisfaction. The papers read before the general association and before the different sections were carefully prepared and thoughtful, and the discussions were earnest and pointed.

Dr. Patton's address upon the relations of religion to public education sounded very much like the utterances of one in rebellion against the nineteenth century, and filled with a longing for the return of a day which, we trust, is for ever dead. The address by President Edwards, though not a formal reply to the preceding, was an able and eloquent argument in favor of a complete system of free public schools. In spirit and in tone it was the antipodes of what had gone before. The opening address by President Roberts, like every thing from his pen, was sensible and filled with valuable suggestions. It will be found elsewhere in this number, and is worthy of a careful perusal. The next meeting is to be held at Bloomington. Mr. J. L. Pickard, of Chicago, was elected President; Prof. J. W. Cook, of Normal, Secretary; and Messrs. John Hull, of Bloomington, E. L. Wells, of Ogle, and Pres. Allyn, of McKendree College, Executive Committee.

**A GOOD MOVE.**—We are informed that it is proposed by some of our leading educators to translate into English the best of the German works on pedagogics. We hope that the project will be successfully carried out. The science of education, so much talked of in educational gatherings and so much written about in educational journals, and withal so little understood, is sadly in need of elucidation, and the Germans, of all people, are supposed to be the ones to enlighten us. Nearly all works of any value on this subject of pedagogics have been written in German, and it is any thing but creditable to the scholars and educators of this country that those works have never been translated into our language. The following, from an address before the association of German teachers in the United States held last year, is in point:

“What a service to his day and generation will the American teacher perform who translates and publishes Schmid's *Geschichte der Pädagogik*, or Schmidt's *Encyclopädie der Pädagogik*, or even the works of Froebel, or Rousseau, or Pestalozzi, or Diesterweg, or Von Raumer, or any one of the numerous scientific treatises on education written by such men as Fichte, Herbart, or Rosenkranz. We must begin our reform of education by getting a scientific insight into the nature and limitation of our work. And the second step must be a thorough study of the American ethical, civil and religious life in its actually existing forms. We then have the means to think out practical methods with. Given the universal scientific truths on the one hand, and the particular psychologic conditions of American life on the other, and we have the data with which to solve the problem of American education.”

**NATIONAL EDUCATIONAL ASSOCIATION.**—The Thirteenth Annual Meeting of the National Educational Association will be held in Elmira, New York, on the 5th, 6th and 7th days of August, 1873. Free return tickets are already promised on the N. Y. and Erie and other railroads centring in Elmira. A cordial invitation to hold the meeting in that city has been received, signed by the Mayor and Aldermen, and sixty-five prominent citizens, including judges, editors, presidents of banks, clergymen, lawyers, and the officers of Elmira College. A warmer welcome was never promised to the Association. No effort will be spared to render this meeting interesting and profitable. A large attendance is anticipated. Details as to railroad and hotel facilities, topics and lectures, will be seasonably given.

S. H. WHITE, Secretary.

BIRDSEY GRANT NORTHROP, Pres't.

## MONTHLY REPORTS FOR NOVEMBER.—

TOWN OR CITY.	No. of Pupils Enrolled.	No. of Days of School.	Average No. Belonging.	Av. Daily Attendance.	Per cent. of Attendance.	No. of Tardinesses.	No. neither Absent nor Tardy.	PRINCIPAL OR SUPERINTENDENT.
Chicago .....	30236	50	27592	26204	93	6159	288	J. L. Pickard.
St. Louis .....	26647	50	22235	20660	93	6159	288	W. T. Harris.
Polo .....	528	19	474.5	446	94	35	288	J. H. Freeman.
Shelbyville .....	568	23	491	393	80	182	80	Jephthah Hobbs.
Peoria .....	2325	18	2191	2089	85	3	217	J. E. Dow.
Lexington .....	310	19	277	265	94	5	237	Daniel J. Poor.
Rochelle .....	334	20	316	304	96	34	173	P. R. Walker.
East Mendota .....	377	19	345	329	95	185	142	J. R. McGregor.
Princeton .....	591	20	556	537	96	98	278	C. P. Snow.
Decatur .....	1556	18	1443	1360	94	200	745	E. A. Gastman.
Blue Island .....	201	18	195	188	93	42	86	M. L. Seymour.
Henry .....	311	19	279	256	91	138	86	J. S. McClung.
Pekin .....	709	18	733	667	91	163	253	Geo. Colvin.
Lyndon .....	122	19	120	98	86	59	30	O. M. Crary.

TRAITS OF CHARACTER NOT CHARACTERISTIC.—Under this title, Prof. W. C. Wilkinson, in an article for the Independent, makes some suggestions which every teacher would do well to bear in mind in dealing with those who are committed to his charge. He says:

"I can remember freaks of conduct in my experience as a boy that would have wronged me savagely if they had been used for judging my character. For instance, I was a boy of eleven at a district school. The Steerforth of our number (Lote Gilbert was his name) selected me as his colleague in a plot to make for ever away with the schoolmaster's ruler. I loved my teacher, and he loved me; and my general good behavior justified his love. But the honor of such a choice on the part of Lote Gilbert was the imp's invasion, and he sprang to his cue. I agreed. After school, one evening, we took the ruler and carried it into the woods. I was long-headed enough to anticipate an inquisition into the case from our teacher next day. A lie was never a favorite expedient of impunity with me, and so I suggested an idea that would only involve a deception. Imp admitted that was better. I proposed that we should stand facing in a certain direction, and throw the ruler over our shoulders behind us. We could then answer that we did not know where the ruler was, if our teacher asked us. We did so. Our teacher did not ask us; he did not say any thing about the missing ruler. But, after the first glow passed of pride at having been honored with partnership in such a prank by the biggest boy, I began to think my conduct in the matter as little glorious as any thing that I ever had done. I went back to the woods. I did not *know* where the ruler was; but I managed to find it, with no great trouble, and I replaced it in Mr. Pratt's desk. Mr. Pratt told me, confidentially, a day or two after, that his ruler had mysteriously disappeared, and then appeared again as mysteriously. My heart smote me, but I did not 'peach'.

"Now, suppose Mr. Pratt had in some way found out what I did before I undid it. He might easily have interpreted my whole character by that one uncharacteristic trait. Reading backward, he would have said: 'William is not the boy I took him for. His appearance of affectionate dutifulness is all put on. The little ingrate! That I should have been so cheated! Happily, the dear man never felt the bite of that 'sharper than a serpent's tooth'. Happily, too, it may be for me.

"Parents and teachers ought always to make calculation for the occasional appearance of traits that may not be characteristic in their children and their pupils. A liar's lie is characteristic; but a truth-teller's lie is not, and it would be cruelty to treat it as such.

"It is not best to deal very seriously with traits of conduct in the young that are not characteristic. An expostulation will often be enough to keep non-char-



acteristic traits from becoming characteristic. 'That was not at all like *you*. You will never do *that* again, I know', will probably be better than any thing more severe. And let us all in charity remember, too, of one another that there are *traits of character not characteristic*."

**BAD SPELLING.**—It may be consoling to some to know that we in this country do not hold a monopoly of bad spelling. Our cousins across the water appear to be afflicted equally with ourselves. According to the New-York Public-School Journal, out of nearly two thousand failures in civil-service examinations in England, no less than 1,886 were 'plucked' for deficiency in orthography. The authority for this statement is a trustworthy London journal, which adds another bit of information, to the effect that the middle-class examinations at the Oxford and Cambridge Universities show similar results. Moreover, the private banking-houses in England are often compelled to reject applicants for clerkships on account of lack of knowledge in regard to spelling. It is evident that compulsory education is badly needed among the English people. When persons whose social position lifts them above the so-called 'lower classes' are found incompetent to spell the common words of the English language, their attendance at school in company with those to whom educational advantages have hitherto been denied would save the credit of the nation. The introduction of the old-fashioned American system of 'spelling matches' into England might be a salutary movement. If any enterprising Yankee should see fit to undertake the task of improving the English mind in this direction, he would probably get himself abused by the London Times and praised by the Liberal journals. Martyrdom and profit would therefore be pleasingly combined.

**SHELBYVILLE.**—The pupils of the Shelbyville High School gave an entertainment early in December, the receipts from which amounted to \$154. The following extract from friend Hobbs's report of the Shelbyville schools for November presents some sensible considerations in favor of the public school.

"The Public School possesses advantages over schools of a different character, among which may be mentioned the enthusiasm caused by large numbers engaged in the same thing. A successful and accomplished teacher may take as a class one or two pupils of more than ordinary ability; he may expend all of his energy upon the recitation; the pupils may have spent the requisite amount of time and labor in preparing it; yet it will lack spirit and energy for want of the enthusiasm that would be aroused if a dozen, fifteen or more were engaged in it. Without study nothing can be accomplished; yet, for the highest success in a recitation, nothing is more necessary than the contact of mind with mind, of the same average capacity and in every sense fully in sympathy with each other. One pupil may recite the lesson in such a way that the teacher may suppose he fully understands it; another may see new shades of thought, or detect some latent error; a third may suggest a difficulty that so far has eluded both teacher and pupil: thus, numbers conduce to accuracy of thought and interest in a recitation. The lesson, as it were by magic, is thoroughly fixed upon their minds; much more so than could be done singly or in a small class. The teacher may augment his success in a greater ratio than that of the number of pupils added to his class by the intensity given to his influence.

"There is a much better chance for thorough and rigid discipline in public schools—something sadly needed in our day, since it has been banished almost entirely from the family circle. A course of conduct, a style of deportment, entirely proper and becoming where there are a few might in a large school become absolutely intolerable. With but a few pupils each one with propriety might be permitted to rise and speak to the teacher or go to his desk without special permission. In a large school such a course would cause great confusion and entirely frustrate the purposes of the school. In a large school pupils must be taught the value and importance of promptness in action and concert of motion; the sacrifice of personal convenience for the welfare of the individual and of the community."

## NOTICES OF BOOKS AND PERIODICALS.

(1) THIS is a volume of 365 pages, embracing the history of the world from the earliest times to the fall of the Western Empire. We have examined it with some care, and, as a text-book in ancient history, we believe it has no superior. The style is clear and attractive, the matter is well arranged, and the leading events are given the prominence which they deserve. The frequent recapitulations are an excellent feature, and the questions for review will be found suggestive even to those who do not care to follow them strictly. The publishers have done their work admirably. The paper, type and binding are all that could be desired. The maps are models of clearness and neatness, and the illustrations are in keeping with the other portions of the book.

(2) THE design of this work, as announced in the preface, is "to unfold the principles of elocution, to show their application to the different forms of thought and emotion, to classify selections under their appropriate styles, and, in connection therewith, to furnish sufficient exercises for the cultivation of the articulation, the tones of the voice, and the graces of manner." The book is divided into two parts, the first of which treats of articulation, respiration, voice, and action, and contains exercises for drill in articulation, and in force, stress, pitch, etc. Part second consists of selections classified according to the style of utterance which they are fitted to illustrate. Prof. Hamill has been engaged in teaching elocution for nearly twenty years, and his book is evidently the fruit of much study and experience. We should judge it to be well adapted to the purpose for which it was designed by the author.

(3) THIS series consists of Primary Lessons in Numbers, Elementary Arithmetic, and the Common-School Arithmetic. We like these books. They seem to us clear in statement and philosophical in method. The mechanical part of the work is well done. They merit a wide popularity.

(4) VICK'S Floral Guide is published quarterly. The January number is now at hand. It contains plans for making rural homes, designs for dining-table decorations, window gardens, etc., besides a mass of information respecting the cultivation of plants and flowers which is worth many times the price of the book to any one interested in such matters. Those teachers who keep flowering plants in their school-rooms will find this guide just what they need. It can be had for the small sum of 25 cents a year.

(1) A MANUAL OF ANCIENT HISTORY. By M. E. Thalheimer. Wilson, Hinkle & Co., Cincinnati.

(2) THE SCIENCE OF ELOCUTION, WITH EXERCISES AND SELECTIONS. By S. S. Hamill, A.M. Nelson & Phillips, New York.

(3) HAGAR'S MATHEMATICAL SERIES. By D. B. Hagar. Cowperthwait & Co., Philadelphia.

(4) VICK'S ILLUSTRATED FLORAL GUIDE FOR 1873. James Vick, Rochester, N. Y.

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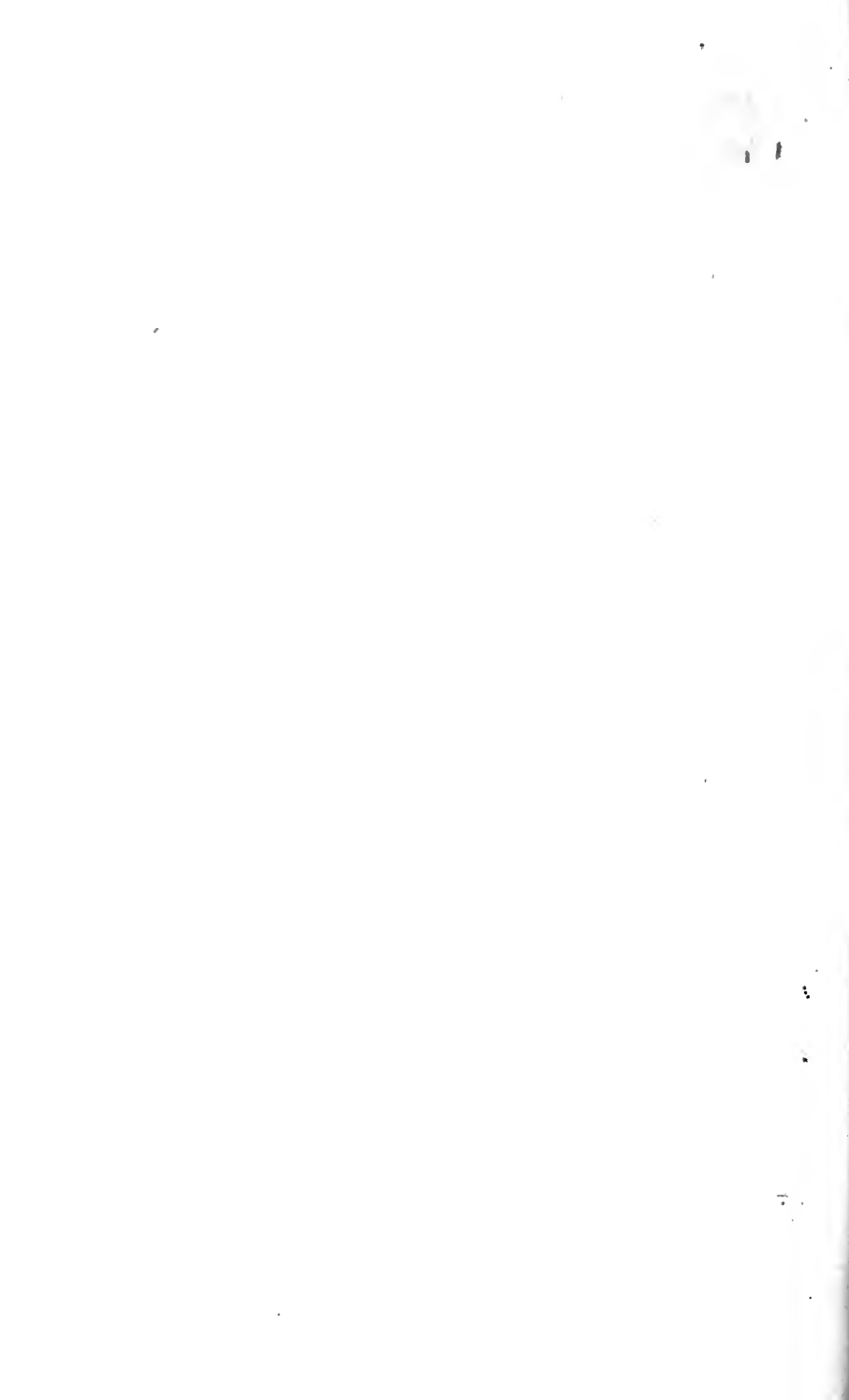
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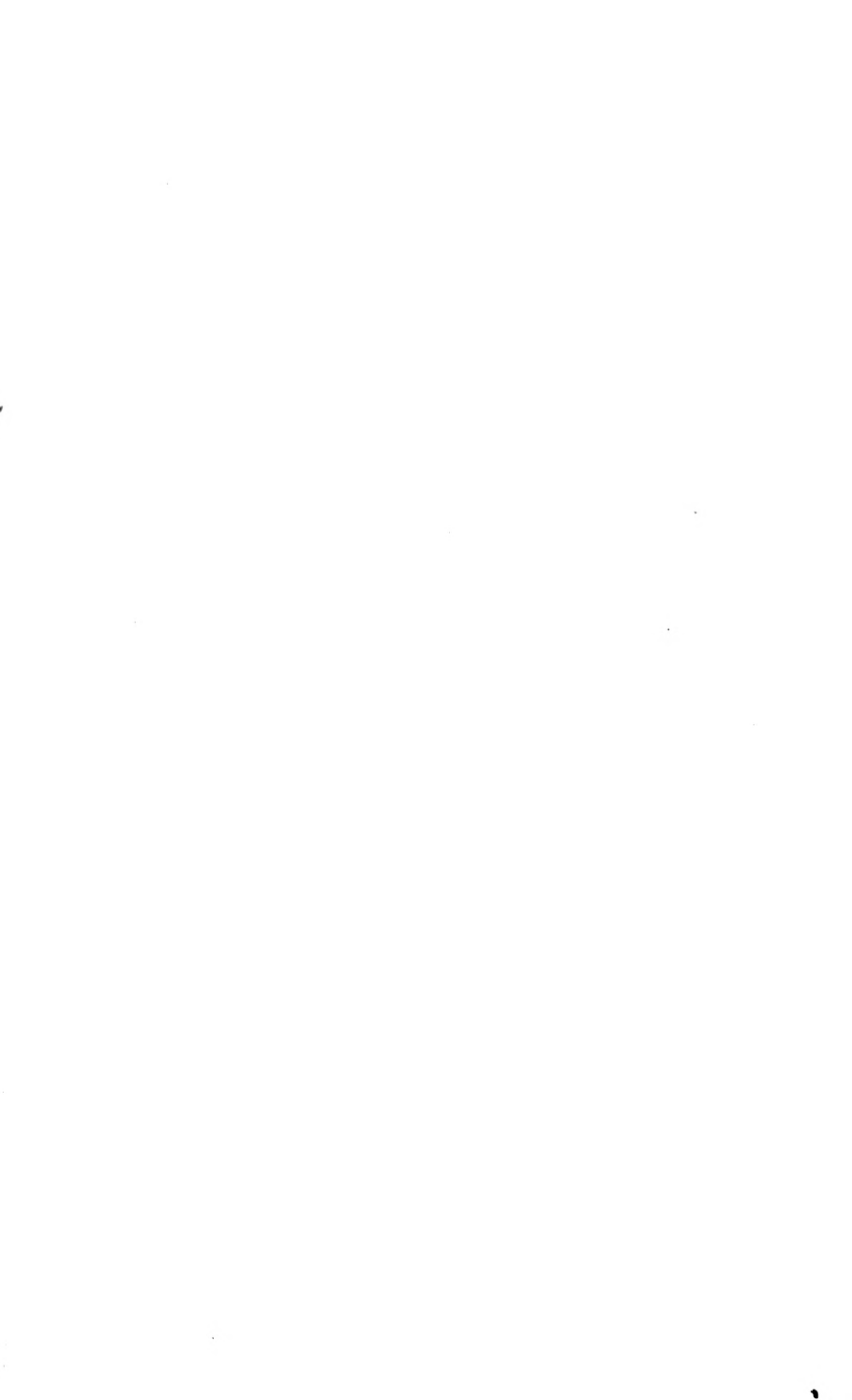
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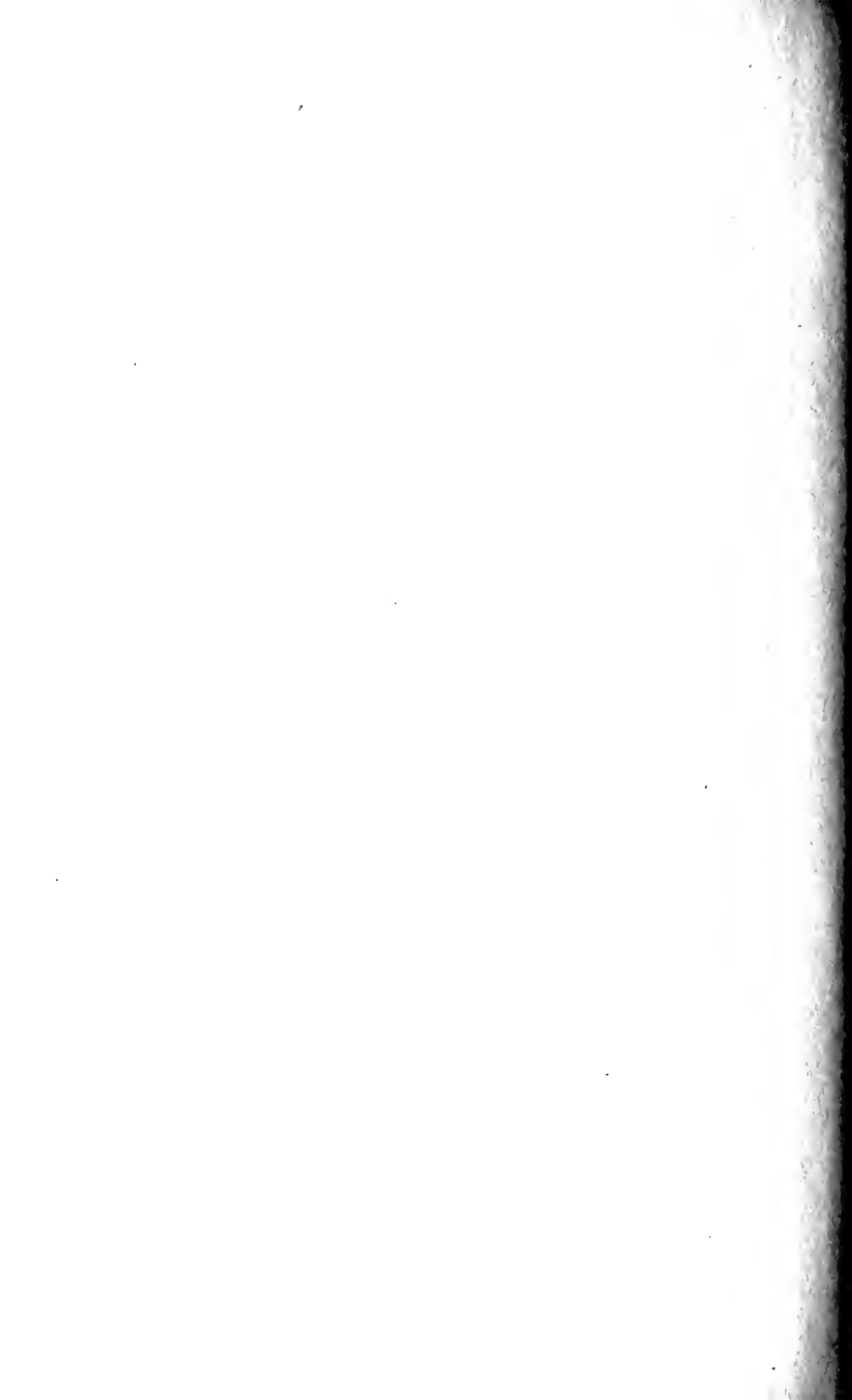
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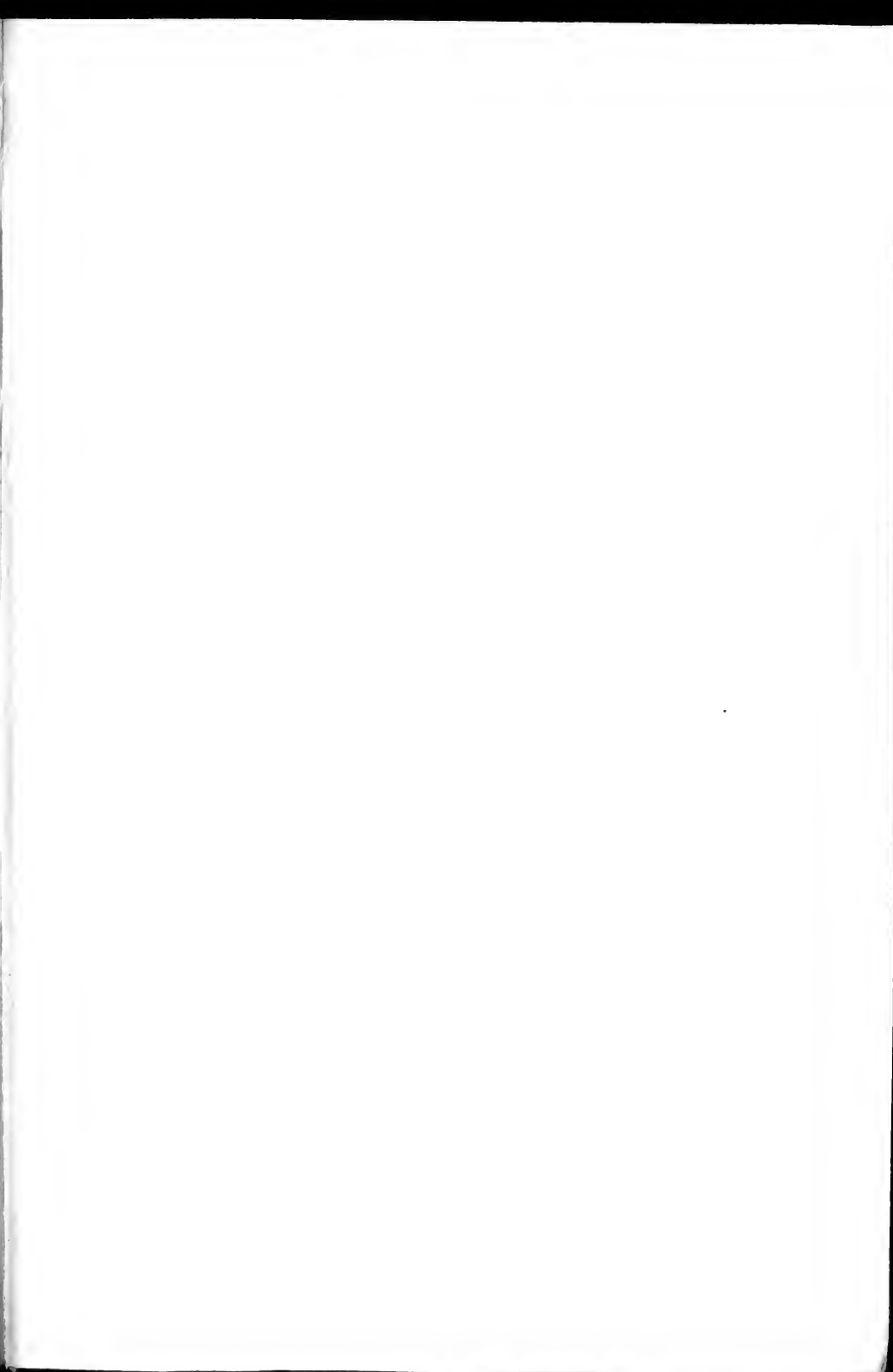












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